

Fishing in troubled waters: Mr Prior's involuntary service

ficuity at the moment is finding enough good YOP places. This is what ministers should be worrying about, not half-baked proposals for press-ganging volunteers. I am sure talk of the kind in which Lord Currie has indulged is going to make it harder, not easier, to create new work experience opportunities; it could, for example, provoke the local government unions into adopting the same attitude as the civil service unions which have—quite deplorably—blocked any attempt to fund YOP openings in government offices.

by Mark Jackson

some way—if it were "humanly possible"—in which the long term unemployed could be given a chance to do something useful. Instead of being left to deteriorate, his remarks aroused no response. But later that day he sold them a new batch of "CS" shirts, considering putting young men to benefit into voluntary work in places like hospitals.

The next day, accused by Labour MPs at planning compulsion, Mr. Thatcher told Parliament that, she said, "the ways in which we were young unemployed" could "put something back into the system".

On Friday, Lord Gormie, who as Minister of State is responsible for youth employment, said in Birmingham

Mr Prior's attempt to allay fears, however, seems to leave the Government committed to something never intended to force unwilling workers into YOP, something they never intended and probably do not want.

Buters bade that anything put out by the Secretary of State "does not acquire extra intellectual weight simply because of the status and office of the author". His Framework can only take its place as one source among many, and he pointed to the inclusion of the RMI surveys and studies, academic investigations, like *Fifteen Thousand Hours*, the Oracle project, this Braint, study of failing schools, and, of course, the LEA's own "Knowledge of the Schools". The expose the "unreliability" of "undefined" "educational needs", and the "vagueness of thought", which relies on empty rhetoric.

The most telling phrases, however, relate to the limited understanding of the educational process which the DES demonstrates in the narrow, "one-minded" view of the school curriculum as a collection of single subject disciplines: "It is entirely right to criticize the failure to recognize 'the crucial importance of 'personal development'" "another aspect of the larger failure to think in terms of curriculum in terms of process as well as content."

The AMA paper may well have a big effect on the next round of discussions: It serves notice on the Department that it will not be able to get away with sloppy thinking and that it must take account of the views of the local authorities generally. The DES hope is that from the consultations on the Framework there may come a new consensus about what the schools should be doing. On this showing the AMA will take a major part in the process of consensus, and is very different part from that signalled by Lady Young and her colleagues.

What the White Paper showed was that the last publicly meeting was expected to fail by two per cent in 1981-82, and that there would be a likely reduction of 30,000 teachers (or 36,000 including Scotland) over the three year period from 1979-82 to 1981-82. This was added to the loss of non-teaching staff, also, applied, a loss of 30,000 teaching jobs over the same three

The new thing that the Education Steering Group was asked to do was to consider the effect of another two per cent cut over and above the 2 per cent already in the White Paper, in 1981-82. They said in that paper that would mean more of the same thing, but they put no figure at all for teachers' jobs.

In fact, the 2 per cent exercise was on a more modest scale than last year's when the ESGs were asked to consider the effect of cuts of 2½, 5 and 7½ per cent. They said then that the effect of the most severe 7½ per cent cut would have been 300 fewer teachers in September 1980, than planned. That cut did not happen.

The White Paper reduction in the teachers' force is in line with the drop in the birth rate; in that pupil-teacher ratio stay much

Threat to pensions

Row over calculator

James, Prior, Employment Secretary, said that instructions had been issued within the OME to clear such confusion did not occur.

A teacher's action in purchasing a calculator for a 15-year-old school girl and then asking her parents to "pay at their leisure" has been cited by the school's head as "one of the laudiblest ways in which the crisis are beginning to bite".

The case arose at Leak Westwood High School, in Staffordshire after the girl had been told that she must have the calculator to help her pass her O level mathematics examination.

Her mother, Mrs Vero Ivers, had now written to the school's headmaster asking him to explain the school's policy, said prior after she had given her daughter an old calculator which was considered inadequate, her teacher purchased a calculator for £12.70 and said Mrs Ivers could return the money when she was convenient.

"Mrs. Myers said: 'I feel if it is built into the curriculum that the need to use particular equipment when it should be bought for thought. She was told it would be a great disadvantage if she didn't have one. The teacher may have thought it couldn't have afforded it.'"

"Mr. George Wakin, the school headmaster, said: 'This is a good example of one of the insidious consequences of the education crisis.'"

"Really, what a teacher ought to say is 'Here is the calculator I would prefer—if you can pay for it, you're welcome to buy it.' It is one of those education cuts that cannot be quantified. If a child has a real interest in a subject like math, a teacher feels under pressure to make sure he or she is supplied with a particular recommended calculator."

Union refuses legal costs for sacking case

A teacher dismissed from his job as head of a sixth form college for liberal studies department is now in the firing line as a witness in the case of Mr Guido Casale, 34, who has been a teacher at Hereford Sixth Form College for more than five years. He has been dismissed from his job following so appeals sub-committee hearing of Hereford and Worcester County Council's education committee.

It is understood governors at the college recommended his dismissal after allegations that he had sent abusive memos to other members of staff and had pressed for non-student consideration in the college.

However, Mr Casale, who is a member of the National Union of Teachers, is also facing a battle to win his right to be heard.

Ten Billion Pounds: Whiteho
Takeover of the Town Halls;
Tyrell Burgess and Tooy Trav
Published by Grant McIntyre
£4.95.

Head pleased at plan for closure

The London borough of Haringey is planning to close Tyneholme nursery school, the first to be built in the old county of Middlesex. The school took in its first pupils in 1936.

The council proposes to close school, and open three nurseries in the borough, which would give up to 46 more children a chance for a part-time place in nursery class.

Mrs Monica Forcer, who became head of Tyneholm Ju. 1948, and taught two generations of Tyneholm families, said last week: "I've lost too much parental approval to the nursery plan but education is in favour of the closure and think Ennrow should be congratulated. They are expanding nursery education in the new way money goes are cutting back."

Campaign pays off

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Mr Merk Corisio, the Education Secretary, has rejected a plan and the Labour-controlled Inner London Education Authority to close Mottias Church of England School, Bethnal Green.

Confidence in comprehensives

The long-awaited study from the National Children's Bureau on children's progress in London (1974) is a landmark study (see Table 1, page 6); a hedged argument with thorny questions of interpretation. It undoubtedly provides the best evidence we are likely to have from some fine (longitudinal) studies of 'white collar' children are very expensive.

But, given the state of secondary schools in 1974, it is impossible to draw clear conclusions about the merits of a comprehensive as against a selective system. The school-leaving age had just been raised in 1972 from 15 to 16, and only 23 per cent of 16- to 20-year-olds in the study who stayed in only one maintained secondary school) were in transition to becoming comprehensive.

When it came in the social background and the child's own characteristics were controlled, almost exactly like secondary moderns. Of course, the research aims off for these factors with statistical findings—but the fact that the most able children, and many of the most disadvantaged, were not in the sample is provocative. Inevitably affected the nature of the schools.

What is perfectly clear is that the so-called comprehensive were doing all right in terms of results on the basis of maths and reading and were not doing too badly on student and

Jobs for the chop?

Unless Mr. Michael Haseltine suddenly starts swinging an axe around his head this autumn, it is as good as certain that the implementation of any major piece of state or federal legislation emerging from last week's CLEA conference would mean the loss of teachers' jobs likely to be lost were either too early or too late.

The Government does indeed intend to cut down the size of the teacher force even if the next three years are to be a period of demographic reasons. Since the figures were given plainly in the Public Spending White Paper published last March, their use (and misuse) by delegates should probably not have caused the outbreak of mass hysteria that has been the result. It is only the fact that some of them appeared to have been leaked from a secret document added to the excitement, which is yet another argument for more open government.

The second paper in question came from the Education Steering Group for Education, which includes senior officials

they could elsewhere, they are unable to say as much as they hoped. The schools' needs for transport and non-teaching jobs remarked in Whitby appear really the next on the list. It is not the first time that has been said but eventually it is bound to be justified. Between September, 1978, and September, 1979, just over 1,000 teacher jobs were lost according to the Manpower Watch. This leaves quite a lot of the predicted 30,000 to be found by 1982.

No comment

Music in Solihull: Despite the fact that become necessary this year to charge a peripatetic instrumental teaching, the Musician Borough would claim to give a high priority to the status of music in its school. From the invitation to a musical evening arranged for delegates to last week's C.E. conference.

The OMR said this week that a report did not attach blame to any individual—no discipline had been taken.

Paul Williams of *The Sunday Telegraph*, who was the first person to point out the mistake, said that he had offered his help to the Mirror inquiry but all that was asked of him were details of sources of information, which he did not give.

'Naive' report under fire

Continued from page 1

It urges Mr. Carlisle to turn his attention to help I.O.A.s on issues such as improving the availability of shortage subject teachers, recognizing that I.O.A.s' interests in examinations go beyond finance and constitution and considering local proposals on the handling of "controlling" secondary school "comprehensives" with sensitivity and understanding.

"The association believes the positive person by the Secretary

The other local County Boards of the Association of County Councils published its response to the Government's plans six months ago. Although not as aggressive as the AMA, the councils are also opposed to much of the "Framework". Monetary and other restrictions expressed by the Government are being dealt with by local authorities; the ACC said. "We do not support an litigation from the AMA", a spokesman added.

Mr. Casper is now asking the

union to meet his legal costs. The hiring independent counsel to represent him but this has been turned down by the union's low paid committee—although it is still open to him to plead for the costs of one further hearings.

Mr Casale, who is planning to take his case to an industrial tribunal, said: "If someone represents me, then he should carry out my wishes but it appeared the NUT has entered into negotiations with the county council to get me another job. I do not want another job. I want my job at the college."

Campaign pays off

A piranha energetic campaign to save a small, Victorian-built primary school from outside lavatories 80 pupils has paid off.

Mr Merik Corliss, the Education Secretary, has rejected a plan and the Labour-controlled Inner London Education Authority to close Mottis Green Church of England School.

Detinal Green,

NEWS

An NCB study finds that comprehensives are failing average ability children Brightest do as well at all-in schools

by David Lister

Children of high and low ability do as well in comprehensive schools as they do in selective schools, says a major piece of research published this week. But the study also says that comprehensives are failing children of average ability.

The study by the National Children's Bureau analyses reading and mathematics tests of about 6,000 16-year-olds at comprehensive, grammar and secondary modern schools in England, as well as information from questionnaires and interviews with the children's parents and teachers.

Mr Ken Fogelman, assistant director (research) with the NCB, said this week: "A lot of the myths about comprehensive schools are not held up by this evidence. If anything the picture we get is that more able children do as well in comprehensive schools as they do in the grammar schools. The least able children do slightly better in the comprehensives. The area of worry is for children of middle ability where children don't do as well in comprehensives as in the grammar schools."

The research was part of a study of 16,000 children born in 1958. This part of the study, progress in secondary schools, looked at 3,911 pupils who went to comprehensive, grammar or secondary modern schools from 11 to 16 and about 2,000 whose school changed character during this time. The results of the National Foundation for Educational Research tests taken by the 16-year-olds and information on their aspirations were compared with similar

information gained when they were 11. A study of the public examination results of the sample pupils is to be published next year.

Ms Jane Steadman, the NCB's research officer on the study, said this week that there were areas in which the comprehensives did not shine. These were the truancy rates and the amount of satisfaction that parents expressed about their children's schooling, though she added that the year studied, 1974, was when the school-leaving age was raised and this may have heightened the effect of truancy.

The evidence suggested that 16-year-olds were more likely to stay away from comprehensives than from other schools. However, the comprehensive pupils were keener overall than any of the other groups to stay on at school. Comprehensive pupils were considerably less likely to go on to higher education after school than their grammar school counterparts. Just over a fifth of the whole sample indicated that they would go on to university.

Seventy per cent of comprehensive children's parents and 81 per cent of grammar/secondary modern children's parents said they were satisfied with the schooling of their child.

It is on the reading and maths tests that the bureau's conclusion that bright children do just as well in comprehensives as grammar schools. Other factors such as public examination results are not used.

The tests show that children who scored well at 11 also did so at 16 whether in grammar or comprehensive. But those who did well at 11 and went to secondary

moderns did considerably less well in the tests at 16.

Children with low scores at 11 in reading and mathematics, whether in secondary moderns or comprehensives, did as badly at 16. The researchers say that "comprehensives do not appear to be an improvement for those of lower attainment on whom had gone before."

No differences were found in reading progress at 16 between children in comprehensive and those in the combination of grammar and secondary modern schools. Mathematics progress in the grammar and secondary modern schools just outstripped the comprehensives, although pupils in comprehensives were all ahead of secondary modern children in mathematics by 16.

The 16-year-olds were also asked to rate their own abilities. The results showed that "inability" by selection or rejection did not influence their self evaluation, but neither did the absence of selection improve their self esteem.

Patterns of job choice among the pupils were determined more by sex and class than type of school attended, though the researchers say that "comprehensives more than secondary moderns perhaps encourage working class children to want clerical jobs."

Mr Fogelman and Ms Steadman conclude: "In some respects, the findings reflect well on the progress of comprehensive pupils. Evidence suggested that those in comprehensives which had had time to set up sixth form or sixth form college arrangements were more frequently tending to plan to

stay on at school and go in for advanced courses of study. These are not necessarily, but probably, indices of a widening of educational opportunities."

They say though that there was "only limited evidence of increased class mobility and little sign of any higher aspirations or ambitions engendered by theoretically less divisive comprehensive schooling."

"Comprehensive pupils may not have turned up at school as readily; they may have a greater proportion of truants among them; they may have included more people whose teachers saw them as disturbed or of more negative behaviour. For whatever reasons, their parents tended to be more critical of their children's schools. But equally suggestive evidence, of better adjustment to schools among comprehensive pupils in terms of desire to stay on there and children's own attitudes to later study was also revealed."

The researchers are emphatic that the results of the tests are "in conflict with the view held by some that comprehensives may fail to cater academically for those at the extreme of the ability range." But they add: "Among those of middling attainment before the start of secondary school, grammar pupils would not have done so well if they had gone to comprehensives."

A short guide to the research findings is published in the NCB journal *Concepts*, price £1.50. A more detailed summary *Progress in Secondary Schools—Findings from the National Child Development Study* by Jane Steadman, costs £13. Both are available from the National Children's Bureau, 8 Wakeley St., London, EC1.

Tertiary college plans speeded up

by Sarah Bayliss

The plan by Manchester's education officer to abolish six forums and to create 11 schools with tertiary colleges will be put into effect much quicker than originally proposed, Council says, expected to approve the scheme on Monday.

As reported in *The TES* two weeks ago, Mr Dudley Fluke proposed reorganizing the city's 118 comprehensives in the light of a steadily declining pupil numbers. He suggested a gradual 10-year programme for implementing change by area.

At a meeting of the policy and estimates sub-committee last week and the careers officers' conference of the National Association of Careers and Guidance Officers at Chippingham last week, he was still waiting to see what the careers officers would think of his plan.

There has been much talk of a year effort to bring careers staff and staff together, but the plan has been more partisan, he said.

He proposed: "A fifty-fifty split of the work of the form interviews between school careers staff and the new tertiary colleges."

The meeting decided Mr Fluke's next task was to draw up a draft tertiary plan for the city, naming which schools should become tertiary colleges, which should become 11 to 16 comprehensives and which should close.

That draft plan will go to public consultation in the autumn and a final decision should be reached by the end of the year. Parents represented by CREU—The Campaign for the Retention of Eleven to Eighteen Schools in Manchester—are expected to find any tertiary plan, saying the loss of 16 would destroy good staff and shift academic teaching away from the schools and into colleges.

The teachers' unions are not committed to tertiary but have said they want a unified system of secondary education throughout the city.

The ruling Labour group in Manchester is now firmly committed to the tertiary principle which leaves little doubt that it will be carried into practice.

Council trust is legal, say law lords

Greater Manchester's £1.12m trust found to pay for places at independent schools is legal, the House of Lords has ruled, though education law lords said one of the council's functions.

The law lords dismissed an appeal by Labour-controlled Manchester City Council—one of 10 local authorities in Greater Manchester—on the grounds that the council's powers to set up the scheme.

The trust fund was set up in 1978 to provide seven-year bursaries for some 400 bright pupils starting at private schools. The council's other payments to the trust to cater for the needs of pupils starting in later years.

The law lords, also ordered the city council to pay the costs of the case, estimated at between £50,000 and £70,000. This will be paid by the council's legal department, already struggling to avoid a deficit of more than £90m next April.

Record entry for festival of music for youth

Three thousand young musicians from 114 schools are expected to take part in the National Festival of Music for Youth, the first festival of its kind in the country, at the Fairfield Halls, Croydon, on Monday.

Twelve different orchestras from full symphony orchestras to electronic groups, medieval ensembles, jazz bands and contemporary groups will be heard. The festival is sponsored by the Association of Music Industries, the TES, Commercial Union Assurance and The Schools Project.

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School to work

Edited by Mark Jackson

Call for joint effort on careers guidance

careers service

careers officers to use more of their time advising sixth formers

schools and careers services to use the same procedures

Mr Collins's call for a changed relationship between his colleagues and the teachers caused scarcely a ripple at a conference preoccupied with the urgencies of rising youth unemployment and steadily diminishing resources in the schools.

Mr Jeff Engel, the association's new president, calling for a coordinated national plan for the 14-19, took a swipe at the reports that the Government is considering an extension of community service for the unemployed—voluntary work offered no solution at all, he said.

Careers teaching, he claimed, had become a shortage subject—"short on time, short on training, short on access to the whole range of youngsters throughout the curriculum."

The conference, little more than half its usual size because many local authorities had refused to let teachers have the time off, let alone money for their expenses, let alone steam with a series of defiant speeches calling for urgent action by the Government and the authorities. It passed resolutions demanding a centrally funded emergency scheme to train careers teachers fully, and implementation of the recommendations of the DES inspectors' 1973 report on careers education.

If Mr Collins's intervention turns out to have any impact on either the teachers or the careers service, it is more likely to bring a revival of long standing resentments than reform. Many careers officers deplore what they see as the ineptness of teachers in mediating in careers guidance, while the more insular of the careers

teachers have argued that careers officers should stay right away from the schools unless they are invited in to take part in the occasional seminar or careers convention.

Mr Peter March, head of the careers service in the neighbouring county of Avon, told the TES this week that he was strongly against careers teachers taking over any part of the job of giving vocational guidance interviews unless they had gone through the full specialist training.

Mr March, who is in a unique position to encourage schools and his careers department to work together—he is the only local careers service chief in the country who is also the education department principal adviser for careers education—said that he wanted careers teachers to stick to what they did best, teaching about careers and providing information.

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Grants dispute delays new training course

by Bill Purvis

SYDNEY Australia's multi-million dollar scheme to help pupils who have poor job prospects has run into trouble in its two most populous states.

TRANSED, the \$A150m (£75m) National Transitional Education scheme, was launched at the end of last year to develop work preparation courses that would help 50,000 young people who at present leave school underqualified each year. Nearly three-quarters of them are in the two most populous and most industrialised states—New South Wales and Victoria. Protracted disputes about the workings of the scheme mean that after seven months neither state yet has any courses in operation.

Victoria's minister for education, Mr Norman Lacy, has told the federal government, which is financing the scheme, that unless there are radical changes, Victoria will not take any further part in it.

He complained of lengthy delays between the time that state authorities applied for financial grants and the time they received them.

The New South Wales education minister, Mr Paul Lundy, is more optimistic that the federal scheme will work in the end. His state has applied for about \$A20m (£10m) as its share of the federal funds but has so far received approval for only about \$A8m and it is unlikely that even this amount will be spent this year because of the bureaucratic delays.

Mr Lundy, however, is confident that the "worst" problems have been sorted out and that more schools will submit proposals for transitional schemes once parents, teachers and employers understand how the scheme works.

The first federally-financed courses are expected to begin this month with the emphasis on work-related practical training, which will include carpentry, vehicle maintenance, secretarial work, hairdressing. Some parents have criticised the scheme, saying that it will tend to prepare children to become factory fodder instead of concentrating on a better overall educational standard. But most teachers and politicians agree that any training that helps young people find jobs must be a benefit when unemployment among teenagers in the workforce is about 20 per cent compared with an adult figure of 6 per cent.

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With the help of a BBC scheme, these nine school-leavers obtained jobs at a Braintree, Essex, printing firm which transfers for T-shirts. They are (from left to right): Teresa Smith, Tracy Kett, Margaret Tanner, Tony Bailey, Colin Barnsley, Margaret Wool, Tina Smith, Aila Wootton, and Pauline Godden.

Liberals hit out at 'pay as you learn'

by Biddy Passmore

The Liberal Party weighed in to the debate on school books last weekend by passing a resolution opposing the Government's policy of encouraging parents to pay for text books.

Other resolutions passed at last Saturday's meeting of the Liberal Council called for the immediate abolition of corporal punishment and for a less forthright policy on the independent sector.

Liberals are not against independent schools but believe it was wrong for the state to give positive help and encouragement to them. The party should therefore do everything possible to ensure the Government's assisted places scheme and "work to end" the "distasteful" status of independent schools.

In contrast the Labour Party's "draft manifesto", issued by the left-wing National Executive Committee last week, stated clearly: "Labour will end all public subsidies to all fee-paying schools while safeguarding schools providing for the needs of handicapped and deprived children. In the longer term we will end all fee-paying in schools."

The draft manifesto, which was published amid a furor about its status, also promises: nursery education for 90 per cent of four-year-olds and half of three-year-olds by the end of the next Parliament; legislation to make all schools "provisional" to abolish the Conservative assisted places scheme and local authority planning at independent schools; a maximum class size of 30; and mandatory grants for all 6 to 16-year-olds, on full-time courses.

It also contains the controversial proposal to restore the services for school meals, milk and transport to the same level in real terms as that which existed when the Labour Government left office. Mr Neil Kinnock, Opposition Spokesman on Education, has already said that he would resign from the Shadow Cabinet if this promise was contained in the final manifesto.

United States

'Aliens' push for rights

Lauree Sparham on the thousands of children in the USA who are denied free schooling

Thousands of Mexican immigrants in the United States are awaiting the outcome of legal action which will determine whether their children have the right to free education.

The immigrants, who live, work and pay taxes in the state of Texas, are classified as "illegal aliens". In 1975, Texas became the only American state to ban free universal education when it passed legislation excluding the children of illegal aliens from its public school system. Estimates of the number of children affected vary between 10,000 and 100,000.

In February of this year, the parents of 30 of these children launched test cases against the state in the Houston courts. They charge that their constitutional rights are being violated and are asking that the ban be struck down as discriminatory. The cases have attracted the backing of civil rights lawyers and the Mexican-American Education Committee and most significantly, the Federal Government, which is providing support through the Mexican-American Legal Defence Fund.

The bulk of the state's defence is that it is under no constitutional obligation to educate illegal aliens, particularly since the Federal Government denies them other benefits including food stamps, welfare and medical assistance.

But attorney Ms Susan Dasher, defending for the state, has also argued that to provide these children with schooling would burden already limited state funds and lower present standards. Texas puts the cost of educating the illegal aliens at \$94m (£47m), which the Mexican-American Education Committee says could be met by knocking points off a percentage of highway expenditure.

The court cases have thrown light on the dubious practice of cities like Dallas, where the authorities have been ignoring illegal immigrant children and entering their names on federal education programme registers.

This enables the city to collect



Self-help provision for Mexican immigrant children at the Institute Mexicana in Texas.

feeder funds on behalf of the pupils—whom it then bars from its schools.

Also in question is the impartiality of Federal District Judge Woodrow Seals, who will pronounce judgment on the cases. At one point he asserted, from the bench that "Nothing of world-wide importance has ever been written in Spanish". After public protest he was forced to withdraw his remarks and to declare that they were not a true representation of his feelings for Hispanics.

The Mexican community is less than optimistic about the verdict. Mr Jo Vail of the Mexican-American Education Committee believes that "Seals will delay judgment as long as possible. He hopes to avoid finding in favour of the children and is giving the state time to find other means to exclude them".

Civil rights groups fear that if the Texas law is upheld, California, with 80,000 illegal aliens on its school rolls, might take encouragement to enact similar legislation.

Meanwhile, the illegal aliens of Texas have been forced to make their own meagre provision for their children's education. Over the past five years, 15 alternative schools have been set up in Texas, five in Houston itself.

A typical example is the Institute Mexicana, situated across the tracks from Houston's thriving downtown area in the heart of the run-down east side barrio.

Lessons for the 95 pupils open from six to 16 start at 9 am. Divided into four crowded classrooms, they study English and some mathematics. There is no time for other subjects at one time the doors close and formal education is over for

Australia

Campaign to follow shock teenage smoking survey

by Bill Purvis

SYDNEY Australian health authorities, alarmed by the number of pupils who smoke, have launched a major anti-smoking campaign.

Recent studies indicate that almost half the nation's school pupils aged 11 to 16 are or have been, steady smokers. More girls stay smokers than boys.

Surveys in Sydney and Hobart, indicate that 31 per cent of 18-year-old schoolgirls are regular smokers. The figure for boys of the same age is 24 per cent.

The first stage of the anti-smoking campaign, was launched in about 20 schools in the Newcastle region in New South Wales.

Teachers in the schools have been issued with a kit for use in the classroom. The scheme is also doubling as a research project designed to develop some insight into the problems of smoking and its cure.

It is hoped the results will lead to an effective national anti-smoking programme in all Australian schools.

It has been devised by Professor Stephen Leader, professor of community medicine at the University of Newcastle and is funded by the New South Wales Cancer Council.

Doctor Gordon Dafarty, medical director of the New South Wales Cancer Council says there is increasing evidence that smoking is declining among people aged 30 and over.

"Unfortunately at the other end of the age-scale, our studies indicate that smoking is increasing among adolescents, especially girls."

Dr Dafarty said there was no clear evidence about the reasons for girls taking up smoking. Boys seem to act tough and mature and girls seem to appear to use smoking for similar reasons.

"One important factor which has emerged from studies is that children who have not taken up smoking are usually those who have received significant parental guidance about the health dangers of smoking," Dr Dafarty said.

New Zealand

Moderates reach end of tether

by Lindsay Hayes

WELLINGTON Technical institute teachers are staging their first national strike in a bid to defeat a Bill which aims to prevent all teachers from negotiating their class contact hours.

The Association of Teachers in Technical Institutes (ATTI), with a current claim for improved hours is the first affected by the pending legislation.

News of the strike by ATTI's 1,900 members is known to have shocked the employer body, the New Zealand Association of Technical Institutes, which has declined to comment.

The action—the first in ATTI's 19-year history—is likely to close the country's 21 technical institutes and community colleges, as well as five tertiary technical divisions attached to secondary schools.

Students support their tutors and are tipped to join any protest action called during the strike at the secondary teachers' association has asked members to support joint protest meetings with ATTI during the strike.

India

Illiterate numbers still growing

by A. S. Abraham

BOMBAY Although the percentage of Indians who now read or write is increasing there are more illiterates in the country today than there were three decades ago, according to India's fourth education survey.

In 1951, 19 per cent of Indians were literate. This percentage rose to 34 per cent in 1971.

But in 1951 there were 174 million illiterates, while two decades later there were 210 million. This increase is equal to 1.8 million illiterates every year.

Universal schooling for six-14-year-olds is still a long way off even though it was optimistically scheduled for 1960, the survey shows. In 1978 more than half of this age group was not in school.

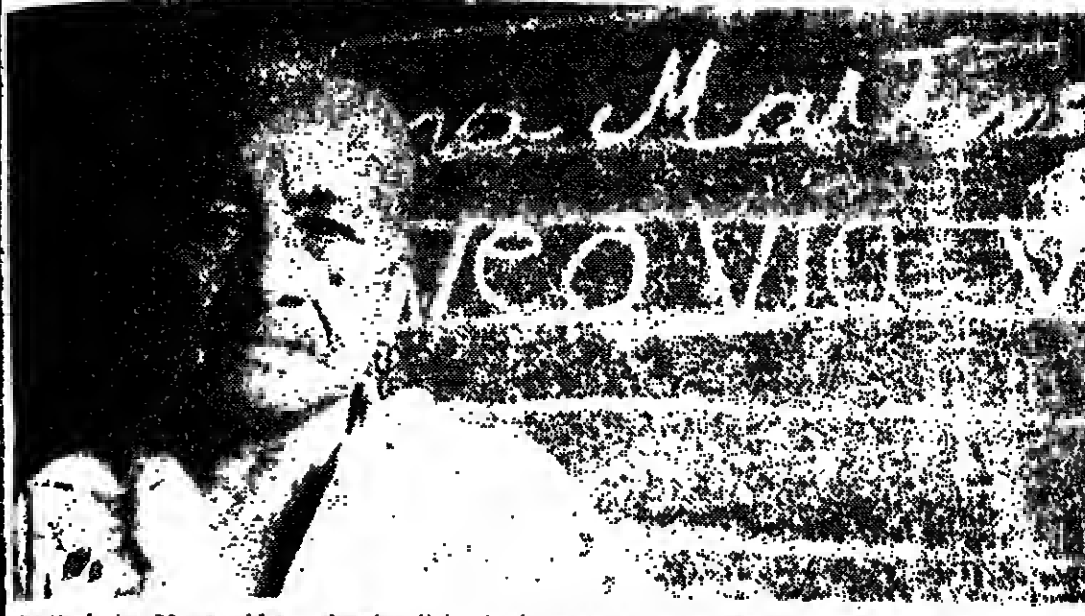
Given high drop-out rates, especially in the 11-14-year-old group where it can be as high as 90 per cent, the real picture is even more dismal.

The survey confirms that the hard core of children not enrolled or dropping out from school is from the unemployable and tribal groups. These tend to be the children of landless labourers and urban slum dwellers.

The Government's decision to offer free uniforms as an incentive for school attendance has had little result. Out of 475,000 primary schools, less than 60,000—12 per cent of every eight schools—offer free uniforms.

Out of 110,000 middle schools, not even 11,000—one out of 10—are offering this incentive.

OVERSEAS NEWS



Ana Martinez, a 70-year-old grandmother living in a remote village is now able to write her name.

A year after Nicaragua's revolution, another is underway

One million learn to read

by Derrick Knight

Just one week, General Anastasio Somoza, the dictator who had held power in the small Central American country of Nicaragua since 1936, was ousted by a popular armed revolution. The new government, the Sandinista Revolution National, has set a shattered and bankrupt country on its feet and is restoring national unity to a people long deprived of human rights.

One of the most remarkable efforts of the new government has been to launch a massive literacy campaign which has turned the whole country into a part-time classroom and which aims to teach half the population—almost 4.5 million—to read and write.

It has drawn on every section of the community, and is seen as a vital part of enabling all Nicaraguans to become full citizens and to participate in decisions about their own future.

The basic plan was simple and easy. Secondary schools and universities were to close for six weeks and students were to be sent to volunteer as teachers, promoters or to do manual work in the villages in exchange for their food and shelter. Small literacy centres were to be set up in the afternoon and evening.

Cardinal graded lessons, lasting one hour a day, five days a week, were designed to allow people to learn to read and write in a matter of six months. Promoters were to be trained in a long-term programme of adult education.

The campaign, which started to be launched in the future, has been remarkably successful so far. Within weeks of its launch more than 170,000 volunteers had come forward to teach thousands more who had been illiterate.

School teachers and university students, when their institutions were closed, were seconded to help in the campaign.

The cost of the campaign is estimated at about £10m. Most of the money is free, but money has been needed for uniforms and medicines for the brigadistas who are unaccustomed to the health problems of remote rural areas. Fund raising around the world has brought in a considerable proportion of the money needed. In Britain donations have been given by a number of charity and church organizations.

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West Germany

Parent pressure leads to call for all-day schooling

by David Dugworth

In response to demands by parents, a working party set up by the federal government has called for a significant extension of all-day schooling in West Germany.

At present only 800 of the 26,000 non-vocational state schools in the Federal Republic, attended by between three and four per cent of the total school population, have classes which continue after about one pm. Almost 500 of these are special schools and most of the remainder are secondary level institutions catering for pupils aged 11 to 16. The majority of these are comprehensive schools formed in the 1970s in the SPD-controlled Länder.

The working party's investigation of the case for a longer school day is part of wider discussions only being held on the second phase of the 1973 Bildungsplan, the overall education development plan, intended to determine the pattern of primary and secondary education in West Germany for the rest of this decade.

Originally the plan envisaged an increase in all-day schooling to provide places for between five-15 per cent of pupils by 1980, and between 15-30 per cent by 1985, reflecting the varying degree of support for this within the individual federal states.

Since actual expansion has fallen well short of these figures, more modest targets are now being set: five-15 per cent by 1985, rising to 10-20 per cent by 1990.

Such levels are justified, the working party believes, by the demands of parents for a longer day which cannot be met by the all-day schools already in existence. These stem mainly from a growing tendency among the mothers of school-age children to continue in paid employment, and from a growing divorce rate, which is increasing the number of one-parent families.

In 1977 1,200,000 children were being brought up by either their mother or father alone.

To prepare teachers for their new role, training courses will need to be revised to encourage them to pay more attention to the leisure and social aspects of education. And if the all-day schools are to function successfully greater parental involvement will be necessary.

These standards the recon- siderations are very limited in scope. There is no suggestion that full-day schooling should eventually become universal, merely the intention to create enough places to give parents a free choice between all-day and half-day schools.

Sweden

End-of-term drink parties end in damage to public parks

by Chris Mosey

STOCKHOLM Despite a big push by the police to try to stop public drinking, teenagers' Swedish schools broke up the summer vacation to what has become a traditional fashion, with drunken parties in parks around the country.

The worst incident was at the Royal Palace, Stockholm, where the outsiders of Stockholm, where no outdoor party for 500 children ended with damage to a valuable statue and urns.

Elsewhere tons of litter had to be cleared from Djurgården, Stockholm's main pleasure island, after teenagers celebrated the summer vacation.

The police watched outside all the main branches of the state-owned liquor stores as part of a drive to stop schoolchildren getting their hands on alcohol. But a police spokesman said afterwards that the well-publicized campaign had not been particularly successful.

"The main problem is with adults buying drink for children. It is extremely difficult to stop them. We have to work to change people's attitudes and this must be a long-term project."

Police and cinema advertisements campaign shows present-day alcoholics holding pictures of themselves or teenagers. The campaign slogan is "You who bought the alcohol helped them on their way. The age-limit for beer and wine purchase is 20 and for spirits 25."

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France

Law concentrates university control

by Jane Jessel

PARIS Legislation to change the system of electing university presidents has completed its passage through the French Parliament. However, a controversial proposal severely to restrict those eligible to vote was defeated by the Senate (TES January 11).

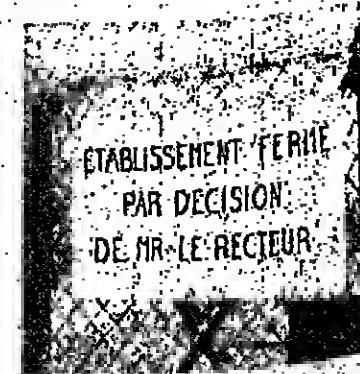
At the end of last year the Government introduced a Bill which sought to concentrate university control higher up the university hierarchy. Previously, under legislation designed to democratise the universities after the events of 1968, presidents (equivalent to Britain's vice-chancellors) were elected by staff at all levels and students.

During the first reading of the Bill a socialist amendment, which

was sneaked through late at night when few deputies were present, restricted those eligible to vote to professors and senior lecturers. This caused a great furor among university staff and students, and the plan was temporarily shelved.

The legislation, now amended by the Senate, restores voting rights throughout the hierarchy, but is still criticized by unions and students because the composition of the university councils gives 50 per cent of the votes to professors and senior lecturers, as opposed to only 25 per cent previously.

A spokesman for SNESUP, a union representing university teachers, condemned the "reactionary modification" which he said could



The conflict continues into question the right of the majority of teachers and other staff to elect their representatives in university decisions.

Union to appeal against strike fine ruling

by Martin Roth

TOKYO Japanese teachers' union leaders have decided to appeal against a Tokyo court decision fining them £220 for organizing a one-day strike.

The union, the Japanese Teachers' Union, had been charged with violating the local civil service law, which bans strikes by public employees.

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R. G. Williamson, Secretary, JCCS, Merry House College, Montrose Road, EDINBURGH EH8 8AQ.

features

The poor at each other's throats

For three years, the distinguished American child psychiatrist Robert Coles has been spending much of his time observing the stressful lives of the young in Belfast. This is his first account of his conversations with the children of Protestant and Catholic families

About five years ago, I began trying to understand the turmoil in Belfast the way intellectuals are wont to do. I cleared off a library shelf.

Enough of America's embarrassing and still not solved racial problems (I'd put in two decades studying them); the time had come to "read up" on Ireland, on Ulster, on the case for a united Ireland, on the case for an Ulster associated with the British Commonwealth, on the Catholic sense of the situation, in cities such as Belfast or Derry, on the Protestant sense of what is happening in those same places.

I was astonished at the number of books, never mind essays and monographs, I soon had accumulated. I had thought our American domestic difficulties had been written up in the mind of saturation; I was not prepared for the volume of analysis and discussion, not to mention polemical advocacy, that Northern Ireland's troubles have stimulated recently.

Nor does one come away from such reading matter with a substantial optimism. Historians argue with contradicting historians; observers beg to differ with observers; polemicists shake their fists at polemicists; and if one tries to sort out the assertions, trying on the hoodlums and propaganda, draw from one side here, the other side there—one is taking advantage of the luxury of distance. "Go to Ulster and try your fine impartiality", I was told by an Irish Catholic journalist travelling all over the United States for an English newspaper.

I have done so, and tried; I still fancy myself an earnestly "unprejudiced" outsider, intent at all times on being fair-minded, on discovering what is happening—using whatever skill I possess as a paediatrician and child psychiatrist to ascertain the factual nature of a particular human conflict. But I doubt I can carry the day, with

such a self-description, among a good number of the Belfast people I have come to know these past three years—not when I describe, as I feel I must, the "problem" as complex and many-sided; as a question of shades of grey rather than black against white.

Of course, the so-called middle-of-the-road can be a cleverly self-serving position: like the posture of "neutrality", it invites applause from all directions. In Belfast, though, there is frequently a special scorn reserved for those who refuse to commit themselves. Is not the issue one of either/or? And if there is no explicit commitment of one's passions, there surely must be some sort of hidden agenda—an unacknowledged place where one's heart really resides.

I confess to a wavering heart—fickle, it might be argued. In the Ardoyne of Belfast, these recent springs and summers, I have seen children experiencing the all too familiar (that is, world-wide) pains which go with poverty, joblessness, political alienation, social marginality. Housing is inadequate. There is not enough money to get really good food.

'Why do people fight for their church here, if Christ was the Prince of Peace, and if He loves everyone?'

Catholic girl, aged 10.



Work can hardly be taken for granted. The role is a way of life for significant numbers of individuals—the British-supported role, an irony.

But one that pales before the irony, the haunting historical comment implied in a question I heard asked by a 10-year-old lass: "Why do people fight for their church here, if Christ was the Prince of Peace, and if He loves everyone?" Poor, naive child—neither side's political apologists have yet to get the correct theology into her head.

The girl is Catholic; she has lost a brother to a sniper's bullet, a suspected IRA member cut down one early evening by (so his family claims) the Ulster Volunteer Force (UVF). The strife

waged by paramilitary organizations is unchristian to her, yet is carried out in Christ's name. But she has other statements to make which, in sum, supply answers of sorts to her question:

"My brother died because he wanted us to be equal with the Prods. If you're not equal, it's bad. Jesus was on the side of the poor. The Catholics are the poor here; our people have been cheated and tricked for a long time. No more, my brother told us; almost every night I suppose he'd say that: 'no more'. When I think of him, I hear him saying that."

A girl with a memory; a girl who has learned some lessons—political, economic, historical, as well as religious. A girl who can't forget two words, spoken by



features

'Even if the whole world is against us, we'll hold on. It's our country, and we must defend it.'

Protestant girl, aged 11

year-old girl talks one minute as if she is to be, someday, her people's Joan of Arc: "Even if the whole world is against us, we'll hold on. It's our country, and we must defend it. Someday there'll be peace, though."

For all her talk of fiercely defiant resistance, she wants that peace she mentions. She's sick and tired of the street war she's seen. She, too, has suffered loss, her father: "They shot him from behind the back, the filthy cowards. They were scared of him. They'll pay; they'll burn in Hell forever!" Evangelical Protestantism comforts her with such prophecy. Meanwhile, the British role provides. And with each year, she gets a particular kind of extra-curricular education more firmly in mind:

"When I'm bigger, I'll be lucky to marry a man with a good job. The best man is the one who leaves the house to

go to work. The Catholics want everything: they want jobs, and look, a lot of our own people, loyal to the Crown, can't have jobs. If London sent a million soldiers here, they'd stop the IRA. My mother says a million is too many; but they killed two soldiers this last month, and until we stop them, the bullets will keep coming, and our men will die. My sister talks of moving to Scotland. But her boyfriend says no. We can't surrender. I just hope we don't all die when they outnumber us!"

The demographic obsessions of a pre-adolescent youth, who tersely, quickly and in a delightfully concrete way alludes to any number of significant abstract issues: poverty, the Protestant settlement of Ulster, the question of emigration, the necessarily limited "defence" Britain can offer to the Ulster status quo, the angry yearnings of a Catholic minority—all in the context of a depressed economy which has less and less, it seems, to offer people of both the Shankill and the Ardoyne.

And a month or so later, this further bit of shrewd analysis, offered us friendly advice to an American, but not without a sigh of self-interested yearning: "If you go away from here, and live near the university, you can be safe. If I could be a nurse, I'd not live here; I'd be working in hospital; I'd have a chance of meeting someone who would marry me, and we'd live where there's no IRA and no UVF in a war. I wouldn't mind that!"

She would be moved to contradict herself a bit later. She was no traitor to her people, her neighbours should never leave—and anyway, she knew she couldn't. No such luck—hence, best to stand up, declare one's loyalties, strike at the foe with treacherous words.

Yet, somewhere in her head are those dreams, called "unworldly mobile" by social scientists—who know personally whereof they speak. And her occasionally spoken if futile aspirations are connected to the shrewdest of observations about the Shankill, the Ardoyne—indeed, all of Belfast, Ulster's civil strife, which the whole world knows to be a terrible religious battle, embedded in centuries of Christian (ideological) distrust and hatred, is also, she realizes, something quite else: the poor at each other's throats.

To be sure, well-to-do Protestants and Catholics to Ulster have not been partaking of a love feast these past years, or decades, or generations. Nevertheless, as our young informant is at pains to tell us, the ugly street violence that all of us associate with Ulster's contemporary religious antipathies ought not to be seen as only an update of the long-standing Catholic/Protestant polarity. The issue in Belfast, and elsewhere in Ulster, too, is class as well as faith.

I have lived at various times near Queen's University, Belfast, and out in the suburban community of Lisburn; and in those places found Catholics and Protestants able to mingle residentially, in stores and restaurants, with no outbursts of tancour, let alone expression of physical violence. True, the IRA has moved into the university area; several times, a bomb hurled at drinking places, at the Wellington Park Hotel. But why? The affluent mix of Catholics and Protestants who are to be found in such places is an agency defined by the imperatives of class—the privileged ones, the commercial and professional elites, who must be hurt, and hurt badly (so one hears it said by IRA sympathizers, if not members) before there will be any chance of substantial change.

Of course, that change is commonly described by those who want it or oppose it in nationalist and religious terms—and far be it from me to deny the obvious and longstanding reality of that contention. But Belfast's children who live closest to the worst of the violence seem well able to obtain for themselves one of those "larger perspectives" the rest of us, far better off and better educated, regularly claim for ourselves.

Nor are those children necessarily bound by the constraints they themselves often emphasize, when talking about their lives. The two girls I have quoted above, ordinary children of two notoriously antagonistic Belfast neighbourhoods, surprised me by their capacity to become friends at least for short stretches of time. How did that happen?

I worked one summer at a day camp, near to five poor city children a chance to enjoy life's sports, picnics, a few hours of arts and crafts and fresh air each weekday for a month or so. The bus

picked up the Catholic children first, then the Protestant ones. Day after day, all was silence, or worse, on the way out—swear words, slurs, epithets. But once there, and rather soon, the children played with each other, no matter what their religion. On the way back, the same sullen or surly behaviour of the morning run returned.

When such a strange rhythm persisted for more than two weeks, I asked some of the children why the inconsistency: hostility on the way in and out, but a peaceable country day in between. "Oh," said the first child to whom I broached the subject, "that's an easy one to answer." She paused perhaps in the tacit hope I would be able to collect my wits fast enough to deal successfully with her brief and pointed explanation, then spoke: "We're coming from home in the morning, and we're going back in the afternoon."

No more. I had my mouth open, ready with 10 more questions, preceded by a hint of exasperation, when something in me said to shut up and think over what I had been told. I did—but, alas, with no great shock of recognition. I decided to pursue the same line of inquiry with other children; and by God, I would hear almost the same thing from virtually all the boys and girls. For them the world worked like that: at home (that is, on a certain, symbolically charged turf) a person feels and behaves one way; away from home, on neutral territory, and busy with play, one can respond quite differently.

No stunning discovery, that—though a reminder of many psychological and sociological categorizations are, perhaps, somewhat flat, static, one-dimensional. There is to all life, Belfast's included, complexity, ambiguity, a texture—so that moments of irony or surprising, even encouraging inconsistency are possible. Animosity that seems overwhelmingly present and unyielding can be replaced by hectic cooperation and even touches of concerned friendliness—only to be followed, once more, by the same old brutish language, if not deeds.

Needless to say, the social planners come at such "discoveries" with the hot breath of reformer anticipation: how to "generalize" those all-too-brief "camp moments"? Through the schools? Maybe, a bit—but not the Catholic and Protestant church officials have their way. I don't think it takes a so-called "expert", such as myself, and studies such as I am making, to make a plausible case for the "integration" by schooling of children who are learning, day after day, all sorts of mean-spirited ideas about others their age who live, say, a few blocks away in the same city.

Naturally, some of those children have to travel with their books on buses right past the homes of other children, sent to different schools.

In my experience with the desegregation of American schools, Southern and Northern, no social miracle took place. Deep-seated racial tensions, connected to a political history, not to mention economic disparities and cultural customs, are not suddenly banished by common attendance in X or Y classroom. But there are moments and longer of important shifts in attitude or assumption—as the children themselves are the first to say.

Even in that brief Belfast summer I heard Catholic and Protestant boys and girls remark upon a particular child's language, clothes, or manner with surprise and pleasure and not least, self-criticism—as if to indicate something like this, though not so pompously: I ought not have been so astonished, so prejudiced, because there are all kinds of people in any neighbourhood.

Here very young people brought up relentlessly to recognize different histories, religious traditions, holidays, values; and negatively, brought up to think negatively of an "us" and "them"—yet, for all that, able to set aside their powerful influences momentarily, as well as able to comprehend some of their shared distress, and indeed, compare it to the situation of others, luckier by virtue of their social and economic circumstances.

Maybe a few of their so-called "leaders" (both political and religious) might be asked by the world to demonstrate a similar kind of psychological flexibility, a similar breadth of social understanding?

Robert Coles works in the University Health Services, Harvard University. He is the author of *Children of Crisis* and other books.



The schools involved, and therefore the performances too, change each week and the show runs until July 26.

Press

resources

At home with music and microcircuitry

This year The National Festival of Music for Youth which began yesterday has a new class for electronic keyboards. ANDREW PEGGIE takes a look at the many instruments available

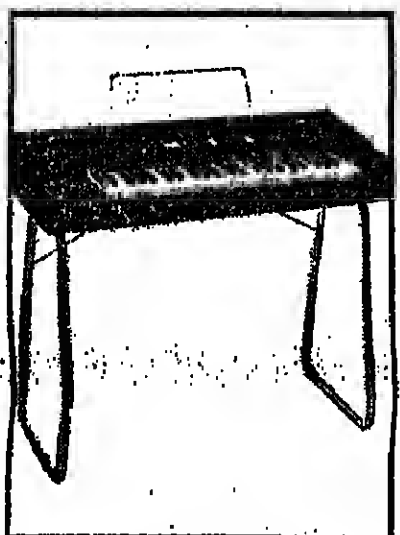
Like videorecorders and desktop computers, electronic keyboards have virtually become household products. Organs in particular appear to be filling (or indeed recreating) the role of the parlor piano at the turn of the century, and with the distinction between organ and synthesizer becoming increasingly blurred, the average family might snare the latter as a musical instrument of which few teachers could claim a working knowledge.

As microcircuitry has become cheaper and more sophisticated, so the market has opened up, and brand names have become correspondingly thick on the ground. Organists alone have a current choice of more than 40 brand names, while pianos and synthesizers, plus the various hybrids, will account for as many again. But while variety has apparently increased, conventions of sorts have evolved governing the various functions and numbers available, so that the factors governing choice of model are much the same as those applying to buying a car. In educational terms they may include robustness, versatility, logic of operation, price and tone quality.

Electronic keyboards are not unduly expensive compared with other classroom instruments, and the right model could offer a great deal in terms of classroom use. Two hundred pounds is an absolute minimum, however, while the bulk of the cheaper instruments are priced around £400-£700. Few companies (see below for exceptions) have designed and marketed specifically "educational" instruments, but this is probably a blessing in disguise since the design criteria for professional use have to be very stringent—fourfold conditions probably subject a machine to far more, mis-handling than it would get in the classroom.

Organs
At the cheapest end of the organ scale come the electrically driven organs. Although not much more than melodicas with electric

blowers (and strictly speaking not electronic instruments), they do cost less than £200, and they do fulfil the need for a chordal sustaining instrument in the classroom. It is hardly possible to alter the volume, yet alone timbre, although the more sophisticated versions incorporate a selection of chord buttons.



The Farfisa "Bravo" beginner's organ.

The one-manual, all-purpose electronic organ such as the Philco (costing now over £400 when available) is one of a dying breed, as manufacturers appear to be concentrating on more commercial two-manual instruments. These are gimmicky, which is understandable as they are the direct descendants of the nearly defunct cinema organs—designed as one-man-bands for club, pub or parlour.

Yamaha's cheapest model, the A-55 (£612), has two, staggered three octave manuals, an octave of pedals, continuously variable tone levels, labelled flute, string, reed, horn, clarinet, oboe, string, cello and bass, preset selectors for piano, harpechord, vibrato, vibrato and sustain effects, an auto-rhythm section containing some 12 auto patterns and an "ABC Fun Beat" generator, fully automatic chords and rhythms for the one-finger player—cinema, fairground, barrel organ and piano in one box. Yamaha has an increasing reputation for the quality of its electronics, a fact which is probably reflected in the relatively high price of their cheapest instrument.

Makina such as Gen, Holmer, Farfisa, Baldwin and Wurliitzer all produce cheaper models with similar specifications, but for under £300 one will not see more than a very basic selection of presets (flute, string, brass, etc.), an inevitable chord-playing facility and rather unsubtle tremolo or vibrato effects. Single manual instruments often have a split keyboard arrangement whereby each half has its own separate preset selector, the lower pertaining to accompaniment and the upper to melody. (Electronic organs are definitely not designed for contrapuntal music.)

Combo organs

If the "domestic" organ has any practical disadvantages, they are lack of robustness and portability at least in terms of classroom or

The Yamaha mono-phonics synthesizer 'CSS'.

music centre; on the positive side, however, its amplification is completely self-contained.

If these former qualities are important and if alternative amplification is available, then it might be worth considering the small professional organs designed for touring bands and often based on the original Hammond B-3 sound. Known in the trade as combo organs, their solid-state compactness still uses the Hammond drawbar method of building tone colours. The Korg CX-3 has a single manual of five octaves, nine drawbars (16', 8', 5', 4', 2', 1 3/5', 1'), plus percussions effects (not a rhythm box), rotary speaker effect (imitating the Leslie cabinet) and three presets.

The Roland VK-1 has a similar specification and retails at £650. Both models are extremely portable, weighing little more than 10kg; they can be played on a table top, Yamaha making a range of three other organs, from the two manual VC-45D (five octaves, optional pedals, 29 tone levers and 15 variable presets) down to the VC-10 (four octaves, single manual, seven tone levers, two variable presets).

Synthesizers

Roland and Korg are familiar names in the synthesizer market, and together with ARP, EMS, Moog, Oberheim (expensive machines only) and the ubiquitous Yamaha they constitute the main manufacturing groups in this field. Synthesizer producers, especially in the USA, have always had half an eye on the educational market; with several cheaper (and usually nasty) versions of more sophisticated models. The British made EMS Synthi ED (£672) is one such. A reconstituted version of the AKS and VCS3, its musical capability is minimal, but it would not be out of place in the physics lab as a teaching instrument.

The AKS and VCS3 (now priced well over £1,000 each) have since been superseded in terms of accuracy and stability, but they still have a role to play in the field of non-tonal music which other makers have abandoned as presumably non-commercial.

The Wesp (Electronic Dream Plant Limited) is very basic indeed: with a fixed sequence of voltage control functions it is immediately playable, but far less versatile. It has a touch sensitive keyboard (no moving parts), can be battery powered and is extremely durable. Most attractive, no doubt, is the educational discount price of £147 plus VAT, compared to a retail price of around £224. Its big disadvantage is that as a performing instrument it makes a dreadful noise.

There are a number of other good models available between £200 and £500, all with at least three-octave moving keyboards and varying degrees of stable tuning, but all extremely good compared to early models. In this range of prices only monophonic machines are available, that is, the keyboard functions only one key at a time. Polyphonic synthesizers, with chordal capabilities, are rarely priced below £700 and are usually just more sophisticated versions of their monophonic counterparts.

Worth serious consideration are the ARP Axse (around £500), Korg

MS10 (ca. £200) and MS20 (ca. £400), the Micro Moog (ca. £550) and Moog Proligy (ca. £290), the Octave Klaron (ca. £500), the Roland SH2 (ca. £550) and the Yamaha CS5 (ca. £275), CS10 (ca. £375), and CS15 (ca. £475). All of these are built on the same principle of the equal temperament keyboard as the playing "interface", and they differ only in detail. The sequence: oscillator-filter-amplifier-envelope generator-output tends to be fixed except in the Korg MS range where a certain amount of reordering via "patch" cords is possible.

Korg, EMS and Roland in particular market a range of ancillaries including sequencers, pitch-voltage converters, graphic equalizers, etc. but equipment of different makes is rarely compatible due to the pitch to voltage control range. One volt per octave is common, but Moog operate on 8 volts/octave and Korg sensibly has alternative ranges of 1 volt/octave and 5 volts/octave. Currently, the Japanese companies such as Korg and Yamaha probably have the edge when it comes to price (these quoted can vary downwards considerably, thanks to a weak yen), pitch stability and subtleties of tone. Korg supply particularly good instructional literature and are currently backed by an efficient servicing and supply network through Ross, Morris & Co. Ltd.

More expensive models extend their facilities in various ways. The polyphonic keyboard has already been mentioned: for about £1,400 the Yamaha CS50 will play four notes at one time; an eight-note chord in the Oberheim OBX will cost about £4,000, although ten-fingered players can get more notes from the Korg ES50 Lambda for only £1,000.

Other "extras" include preset

buttons for electronic organ functions, memory presets, allowing previously compiled sound to be instantly recalled, velocity or pressure-sensitive keyboards which will generate pre-programmed timbre changes from piano to fortissimo and true portamento or glissando effects operating on the entire chord.

Preset-synthesizers

It will be clear that the functions of organ, electric piano and synthesizer are conveniently combined in the more expensive models; ever there are a number of cheap quasi-synthesizers which have polyphonic keyboards and preset buttons. Such are the ARP Quadra (£650), with brass, strings, organ, piano presets), the Crumar V (ca. £400), the Korg M500 SP (£300), the Elka Rhapsody (ca. £300) and the Caslotone 201 (ca. £300). In appearance it is nothing more than a four-octave keyboard, 83cm X 24cm X 8cm which has a Fender-type guitar case, built-in 23 preset functions, linked to a four bank memory, a small interval speaker, a phone socket, a sustain pedal and an external phono socket (not present in most other equipment of this type) which, while unpopular with professionals, would solve any amplification problems in the classroom as it could easily be plugged into a record deck amplifier. It is an eight voice polyphonic synthesizer, a diversity which extends both to its physical character and the regional characteristics of its people.

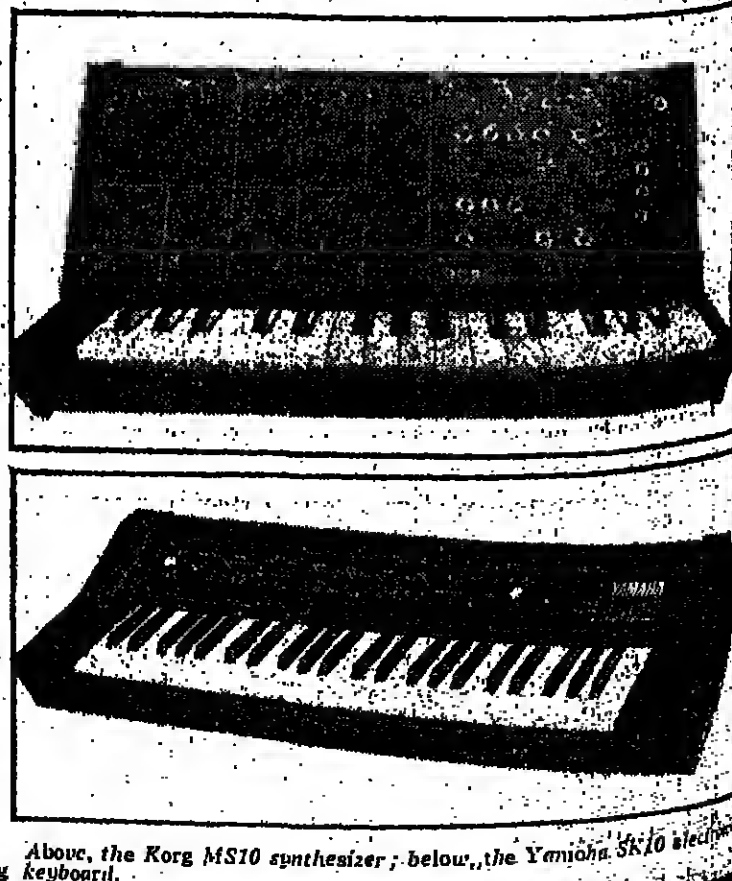
It is the second largest country in the world, with a population of 23 million. Giving it a population density of only two inhabitants to the square kilometre, compared with the United Kingdom's 229, it is a world average of 30. Since most of these people are concentrated in the big towns strung out along a comparatively narrow strip—near the border with the United States—Victoria and Vancouver in the west, through Edmonton and Winnipeg to Toronto and Montreal in the east, much of that country, to the north, inaccessibly, is very sparsely populated indeed.

It is so far from the east to the west coast, that there is a time difference of five and a half hours. It is so big, that it is hard to divide it into the topographical and climatic conditions and the social and economic conditions which are so different from one another.

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Above, the Korg MS10 synthesizer; below, the Yamaha SK10 electric piano.

extra

Canada

Ten systems follow differing paths

Canadian education shares many problems of the western world—falling rolls, spending cuts and a growing demand for adult learning—and has some of its own. The country has to cope with a fragile sense of national identity, the demands of bilingualism and vast distances. But since each of the 10 provinces runs its own education system, priorities and actions vary enormously. Patricia Rowan reports.

Buoyant west free from cuts

When the Organization for Economic Cooperation and Development sent in its examiners to assess Canadian educational policies and practices five years ago, they began their report with a proviso that must be echoed by anyone who travels in search of Canadian education. "It is not possible to understand Canadian educational policy, or to do it justice," they wrote, "unless more emphasis than usual is placed on the 'specific geographical, historical, cultural and political conditions governing' this policy. It is the geographical factors which are the most overwhelming. Canada is a country of enormous size and diversity, a diversity which extends both to its physical character and the regional characteristics of its people."

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with their neighbours in the United States than with each other. Some Canadians in the west even aver that, flying over the Pae, it is as easy to keep in touch with Buffalo as with their compatriots in the East.

One of the many shocks for the first-time visitor is to realize how far Canada is a collection of provinces rather than a national entity; and that it is quite impossible to get a clear picture of the national scene from any one big town in one province.

The Canadians themselves are deeply conscious of how elusive the Canadian identity is. Not only are they subject to the influence of the United States through the geographical proximity, and the profound effect this has had on both economic and cultural life, but also to the historical legacy of the early British and French settlers, which remains inextricably entwined, in daily life, institutions and politics.

To the outside visitor, sorting out impressions—and educational systems—of the different provinces is very much a matter of first deciding whether it is the American, British or French influence (or permutation of any two) which is dominant.

Canadians became so concerned about this that a vigorous movement to promote Canadian nationalism has swept the country in the last decade and, since the publication of the report of a Commission on Canadian Studies in 1975, to intensify the school curriculum has been its main outlet. To particular

have been concerned to de-emphasize their independence from the States.

To make Canadian studies a part of the core curriculum, however, is a very long way from giving Canada one educational system. It has 10. Each provincial government has its own minister of education, with its own department. There is no detail of educational organization which can be said with confidence to apply to all 10 provinces. For reasons both historical and political, there is no separate federal department of education. In Ottawa, as in every other Canadian town, there are a handful of national educational

responsibilities which are picked up, largely on a haphazard basis, in the federal capital, in the office of the Secretary of State.

By tacit agreement, federal educational policies can be implemented to the extent that this can be done by pumping in money, but only so long as the federal government keeps a very low profile. One of the most notable, and politically sensitive, areas where this has been done in recent years is through the programmes to promote bilingualism.

Other areas receiving financial support include post-secondary education, research grants and fellowships, and student loans.

Federal government programmes also cover education in the armed services and in prisons, occupational training for adults, and take full responsibility for the schools for Indians and Inuit (Eskimos) in the Yukon and Northwest Territories, but who are not catered for provincially even if their reservation lies within another province.

To 30 years there is any coordination of the educational policies of the 10 provincial governments, this is done through the Council of Ministers of Education. From cautious beginnings in 1967 this has moved towards regular meetings with a small secretariat (based in Toronto rather than Ottawa with its federal taint) and now publishes, jointly, information on the curriculum (see page 30) which may eventually help towards a policy on a common core.

The reason for the jealousy guarded provincial autonomy in educational policy and content goes back to the constitutional guarantees laid down by the British North America Act (1867). Section 93 says "in and for each Province the Legislature may exclusively make laws in relation to education."

There are further guarantees of the rights of religious groups to denominational and separate schools.

It does not look as if that idea's been quite so much yet. Nevertheless, it gives quite a different feel to the educational debate in the west where all plans are not dominated by talk of the economy, cuts and what they call declining enrolment over there. In Alberta and British Columbia, young, skilled immigrants are still arriving in search of fortunes. In Ontario, Quebec and the

maritime provinces, the symptoms of the western disease are only too familiar, though nowhere near as extreme as in Britain.

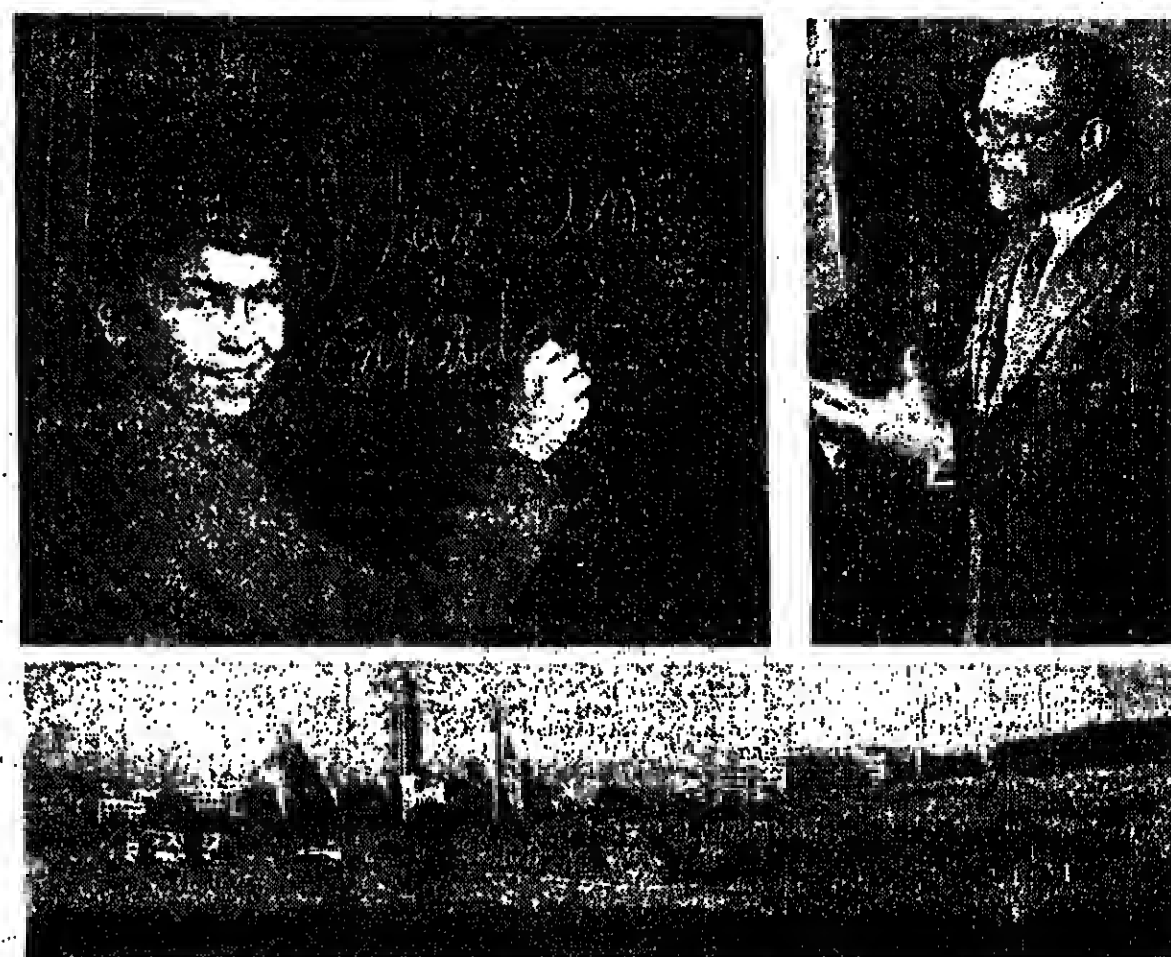
The maritimes—New Brunswick, Newfoundland, Nova Scotia and Prince Edward Island—are all small and accustomed either to take their lead from elsewhere, or to plan together, as they do with higher and special education. The prairie, Manitoba and Saskatchewan, may also make common cause with Alberta from time to time.

Quebec is of course the loner, with its roots deep in the history of the French settlers. Throughout Canada, roughly 60 per cent of the population have English as their mother tongue and 27 per cent have French, but in Quebec 90 per cent are French-speaking.

There are also significant concentrations of French speakers elsewhere, particularly in New Brunswick, Ontario and Alberta, but that is not the end of Canada's cultural and linguistic variety. Many immigrants have poured in over the years, notably Germans, Ukrainians, Italians and Chinese, but also from many other parts of the world and, more recently, from Vietnam and Cambodia.

Canada has been officially a bilingual nation since 1969. The most obvious consequence of this has shown in the length, weight and size of every bilingual official document and every public notice, announcement and memo. The consequences for educational policy of both the Official Languages Act and Quebec's still more controversial Bill 101—which lays down that anyone whose parents did not attend an English language school in Quebec must be taught in French—is discussed in another article (page 32).

What can be said here is that the organization of Canada's education



Living and going to school in Canada can mean a very different experience depending on which of the 10 provinces a child grows up in (top left). Quebec's Minister of Education, M. Jacques-Yvan Morin (top right) is deeply involved with French immersion teaching schemes (page 32). Montreal University (bottom), like all Canadian universities, is seeing a rise in student numbers (page 27).

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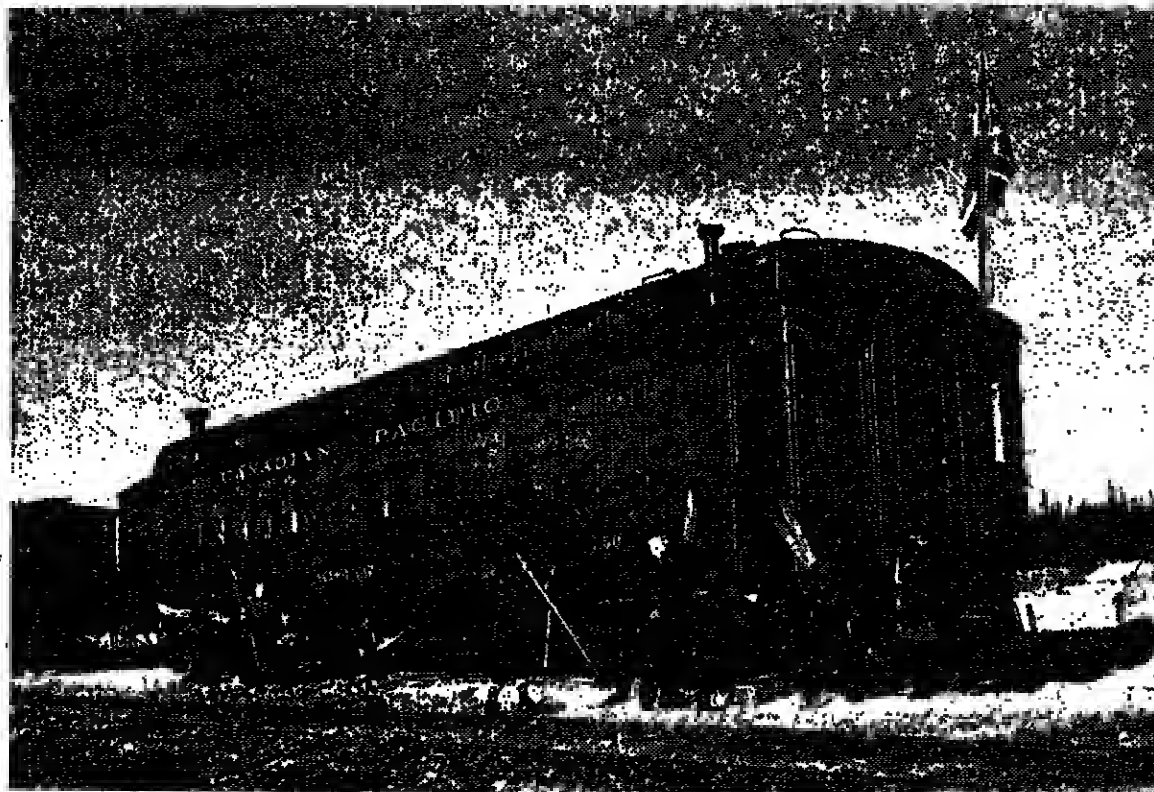
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continued on page 26

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Distance learning systems are a vital way of meeting educational needs in the world's second largest country. Michael Pengelly looks at the newest, most far-reaching of these

Overcoming distant horizons



Pupils arrive on skis for lessons in a mobile train classroom in the 1950s. Canada's vast distances have always been a headache for educators.

the institute's courses. Similarly it is expected to be some time before either radio or television programmes become a part of the institute's teaching package.

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The first semester ended with about half of the students who started it gaining a credit, the completion rate being highest on the university course at 54 per cent, and slightly below 50 per cent on the other two programmes. This is about what you would expect in distance learning, when compared with other systems around the world or the Open University's initial registration stage (though not, as good as the OLI's final registration figures) and is pretty creditable for a first semester.

So far, the courses have been well received for their academic quality, though there are some of the inevitable complaints about administration. The second semester has now started with 1,500 students, but it was not anticipated that they would be high in number and 5,000 are expected to enrol for the autumn.

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Similar careful consideration was given to the development of a delivery system that, given the circumstances pertaining in British Columbia, would provide the student with the academic and other support necessary to facilitate successful completion of their studies. The planners concluded that high quality printed and audio materials, delivered to the students home by mail, and supported by correspondence tutorials and regular contact with a tutor by telephone was the only basis for an educationally effective instructional system given the context in which it is to operate. While in the future it may be possible to introduce an element of face-to-face contact with a tutor, it is not envisaged that group tutorials or weekend school will play a part in the delivery of

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The Open Learning Institute in British Columbia is one of the newest, and certainly the most far reaching distance education project in Canada. The institute was formally created on June 1, 1978, through the passing of an Order in Council, by the Provincial Cabinet.

This Order contained a Statement of Mission for the new institution which asserted that: "The Open Learning Institute, being a Provincial Institute, shall perform the following functions:

(a) provide programmes of study leading to a first degree in arts and science;

(b) provide programmes of study in career, technical and vocational areas;

(c) provide programmes of study in adult basic education.

In an address to a meeting of British Columbia Continuing Education Administrators, shortly before the formal creation of the Open Learning Institute, the then Minister of Education of British Columbia, Mr. P. L. McGeer stated:

"The existing educational institutions cannot, however meet all the needs (for adult education) which still exist... Nor can they meet, on a cost effective basis, the needs of individuals who live in remote, sparsely settled regions."

"They (existing educational institutions) must be met effectively on a coordinated province wide basis. We need to find a way to mobilize the educational resources, and experience of our province, and to tap those of other lands to bring to all our citizens educational and training opportunities which are at least equal to those provided in our large cities. We believe that the Open Learning Institute, which in its offerings will span the regional range from basic vocational and upgrading courses to senior academic studies, is the vehicle which will complete our policy of decentralizing post-secondary educational and training opportunities in British Columbia."

The task facing the staff appointed to the new institute was to plan a system of distance education which would:

● meet the very broad statement of mission laid down for the Institute;

● match the expectations of the politicians and educators concerned with extending educational and training opportunities in the province;

● take account of the geographic, demographic, educational and communications situation in the province;

● lead to the production and presentation of high quality courses;

● avoid competition and wasteful duplication by collaboration with and co-operation in existing educational programmes.

A brief review of some of these problems will show the scale of the challenge facing the staff of the Institute in its first year of operation.

British Columbia is the Westernmost of Canada's 10 provinces. It has an area about four times larger

than the United Kingdom and a population of just about two and a half million, so that its population density is roughly one hundredth of that of the United Kingdom. British Columbia's population can be characterized as being sparse, ageing and mobile. The population is concentrated in a few major centres: over half of it is located in Greater Vancouver (one million one hundred thousand) and Greater Victoria (a quarter million) and, in only three other centres have populations of more than 50,000 people, while the northern half of the province, an area twice the size of the United Kingdom, has a population of only 50,000.

The population overall is ageing with the 25 to 40-year-old age group, the traditional market for adult education, having the fastest growth. The third important demographic characteristic of the population is its mobility. The latest migration figures available (1977) show that in that year almost 30 per cent of the provincial population aged over 15 reported a change in their city of residence over the previous five years. A further 6 per cent were new immigrants from outside Canada.

The province's electronic communications, with the exception of the telephone system, have not so far been networked throughout the province. Thus, for example, even although about 95 per cent of the homes in the province can receive radio broadcasts, these are by means of small privately owned and independent radio stations. In the case of television, the Canadian Broadcasting Corporation provides almost 100 per cent coverage, but educational institutions cannot currently gain significant access to this network and the 80 per cent coverage of the private companies is achieved through a multitude of small stations and cable television companies. In the future the development of satellite based electronic communications may transform this picture but to initiate operations the Institute had to plan on telephone and the postal services as the only province-wide networks.

British Columbia is relatively well served by conventional non-academic educational institutions. At the present time there are three universities, 14 community colleges and five provincial institutes (excluding the Open Learning Institute).

The community colleges offer a wide range of programmes in adult basic education, career-technical areas and two year university transfer courses (the first half of a full degree programme). They are organized on a regional basis and meet as far as possible the educational needs of their region. The provincial institutes in contrast have a province wide mandate but

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Community colleges reach out—with empty hands

Peter Clyne looks at some key issues facing the country's community colleges as they try to meet ever-growing needs of adult students with inadequate public funding and back-up systems

Community colleges are in what might be called a "no-win" situation as far as adult education is concerned.

They are expected to respond to and satisfy demands for basic and general education—providing up-grading and credit courses, and supplementary and recreational programmes—while at the same time adjusting to the tightening budgets and rigid funding systems of the provincial governments.

They are expected to cooperate closely with universities and boards of education, while recognizing that these same bodies are competitors for limited public funds, whether this is education or manpower, industrial or commercial bursaries, or student grants.

The extra demands on the colleges arise from the recognition that many adults have not derived the best educational benefit from their high school years, and from the fact that such colleges can help ease the social and personal pressures now evident in western developed societies.

The competition for funds seems to arise largely from the lack of a clear definition of the varying roles in adult education of community colleges, universities and boards of education.

Over the past eight years I have visited a number of community colleges in Ontario and talked to many Canadian adult educators. People working in this field are now keenly seeking the publication of a provincial government policy on community education, and it seems to me they face a

number of crucial issues as they do.

Firstly, although community colleges are keen to expand their work beyond their campuses, such off-site informal adult education is not recognized for grant purposes. Colleges want to take educational opportunities to where the people are. They are ready and willing to develop programmes of outreach, going into isolated rural communities and deprived urban neighbourhoods. But there is no government recognition of the significance of such work, and plans suffer from a lack of adequate or appropriate funds.

The Ontario government has also failed to recognize provision for the 16-plus age group as a legitimate use of public education funds.

Community colleges are well equipped to provide programmes for unemployed and low-achieving school leavers. A number of special projects, funded from manpower sources and similar to the United Kingdom's Manpower Services Commission-supported schemes, are available, but tend to be aimed at the older teenager.

There is a great need for opportunities on a wider scale for younger people who have left school at 16 or who have dropped out of high school with low achievement levels.

The strength of much community college work lies in their preparation for employment programmes and their job-related programmes for adults.

Although boards of education are expanding their high school graduation programmes, there is ample evidence in Ontario to show that many

young adults prefer to leave the school environment to study in the more adult atmosphere of a community college.

The question arises in Ontario, as elsewhere in the western world, as to how far adult education programmes should be expected to serve the needs of casualties of the school system, and how much change should be introduced in schools to reduce the evidence of failure.

Many adults are in present prevented from joining community college programmes in Ontario because of lack of day care facilities for their children.

Students have to depend on the availability or otherwise of alternative forms of day care and a recent survey of existing and potential day care facilities in the Ottawa area concluded that the absence of such facilities was a significant deterrent to many women.

In addition, although the needs and demands for learning opportunities often arise from social and economic disadvantages, money for educational work in this area is often available only to social and welfare agencies, and not to purely educational establishments.

It is hoped that the forthcoming White Paper will introduce new opportunities and guidelines for community education, and a change in the community colleges.

In bringing this about, greater priority will need to be given to the training of teachers of adults, many of whom have little understanding, or experience, of community-based adult education. It is in this aspect of adult education, perhaps above all, that the contribution of the community colleges can be significant in the immediate future.

Peter Clyne is assistant education officer with the Inner London Education Authority. The views expressed in this article are personal and not necessarily those of the authority.

Canada's 140 community colleges, which are roughly comparable to further education colleges in the United Kingdom, have nearly all been established in the past 15 years, because it was felt that the needs of high school leavers were not being met.

Open to old as well as young, they are designed to meet local demands and are built within easy distance of large population centres.

Based on the belief that all citizens are educable, they operate flexible admission policies and see themselves as an alternative to university at the post-secondary stage, although they do provide two-year university transfer programmes which require a secondary school graduation diploma for entrance.

Their main business, however, is to provide for full and part-time students a wide and flexible variety of vocational and technical training, education for para-professionals in community services, continuing adult education, and whatever is needed locally in the way of literacy programmes, basic and personal skills.

Because of the career and vocational orientation of their diplomas, community colleges have rapidly become established as a successful pathway to the world of work in that their enrolment continued to increase at a time when it was declining in the universities.

Classroom technology fosters a sense of national identity but gives rise to legal battles. Don Sedgwick reports.

Resources go to court

Legal battles over satellite systems, videotape markets and pay television are just a few of the disputes in the audio-visual field, raging in Canada. Audio-visual technology in the country is flourishing, but legal battles to regulate its use are just now getting under way.

As videotextbooks, the Ontario Ministry of Education has been accused of using the sales and profits of audio-visual materials to fund its own operations.

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Many of the recent controversies in audio visual materials stem from ownership and copyright problems. For instance, there was a heated legal dispute last year about possible copyright infringements from the use of video recorders. Television networks felt that any taping of their shows was an infringement of their copyright.

In essence, on unauthorized re-broadcast, the courts have dismissed their claims.

There have also been legal disputes about filming works of art. Such actions may be infringements of reproduction rights. Illegal taping of records has also angered many record companies. This practice is widespread and school teachers are often guilty of this infringement.

Lastly, an enormous battle over the ownership of databases is looming. Some of these databases are used in the computerized now being used in schools. Fortunately, the products for school use are not shrouded in too much controversy.

The best-known film institution in Canada, the National Film Board, has recently produced an excellent documentary entitled *Margaret Lawrence: First Lady of Manitoba*. Lawrence, like Margaret Atwood, is one of the growing number of Canadian women novelists who have acquired an international following.

In Canada, two of her novels—*The Stone Angel* and *The Dancers*—are among the most highly regarded. In the NFB film she recalls her upbringing in the small town of Neepawa and talks about the inspiration for her fiction.

As a rule, teachers (and particularly teacher librarians) are encouraged to buy Canadian materials. They are also encouraged to buy Canadian materials.

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Teachers and students trying to deal with that pervasive topic—the Canadian identity—are getting a helping hand and a few laughs from a new NFB film entitled *What the Hell's Going on Up There?* It offers a humorous, American perspective on such contemporary issues as bilingualism, national unity, Canada's economic dependence on the United States, and confederation. Using animation and interviews with well-known Canadians, the film also gives a multi-history of Canada.

The fragile ecology and the marvels of nature are the themes in the NFB's *To Sense the Wonder*. A half-hour film available in either 16mm or videocassette, it documents 10 of Canada's most impressive national parks, from Pacific Rim in British Columbia to Gros Morne in Newfoundland, north to Khana in the Yukon and south to Point Pelee in Ontario.

The National Museum of Man and the NFB have just released two new volumes in the series "Canada's Visual History". The first examines the social and economic history of Canada and are designed for the secondary and post-secondary levels.

The new titles include *Children and Schools in Nineteenth Century Canada* and *Cities in Crisis: The Great Depression*. Each unit contains 30 slides (both colour and black-and-white) and a bilingual manual researched and written by a Canadian scholar in the field. The writers' materials include an essay giving background to the topic, a list of each slide, a reading list and a set of suggested projects.

Students of Shakespeare have been enjoying the new addition to the Canadian Records catalogue, *Sir John Gielgud in his award-winning performance of *As You Like It**. Other Canadian titles, popular with younger students, are C. S. Lewis's *The Lion, the Witch and the Wardrobe* and *The Narnia Chronicles*.

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Young adults tend to prefer the mature atmosphere of a college to the school classroom.

The role of the community colleges

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Last year the Council of Ministers of Education, Canada, published the second edition of a *Student Transfer Guide to Secondary Education in Canada*, remarkable in both British and Canadian eyes in that it is not in some detail the curriculum guidelines of 10 Canadian provinces.

In Britain, where the current debate is about whether it is possible to have a desirable curriculum on a curriculum framework to be laid down by central or local government, the interest lies in seeing what sort of useful document could possibly be produced that would not alienate teachers and straitjacket the schools unacceptably.

In Canada, accustomed to a system where the curriculum has by tradition been fairly rigidly imposed on teachers by school boards and provincial government, the main surprise is that provincial autonomy has been sufficiently overcome for some comparable to be available about core curriculums—presumably with a view to even closer collaboration in the future.

The *Transfer Guide* is divided into two sections. In the first part each province gives a summary statement of its secondary education, setting out the pattern of school and curriculum organization, examination and grading practice, credit requirements for graduation, and time allocations ranging from percentages to hours and even minutes.

The second section gives the course comparison information and provides the real meat. In most cases it is summarized under the headings English, French, mathematics, science and social studies.

Some difference of approach is apparent. In English, for example, some provinces go for a goals and outcomes description. British Columbia: "1. Help students to listen effectively. 2. Help students to speak effectively. 3. Foster an interest in reading. 4. Develop in students a range of reading and study skills." and so on through encouraging "a critical evaluation of mass media", increasing "knowledge of literature past and present", particularly Canadian literature, to number 14.

Curriculum guidelines show similarities between provinces as authorities tighten the reins of control

"Encourage students to express themselves in a variety of genres." Quebec sums up the aims rather more briskly "increasing emphasis upon the student's ability to express himself clearly and cogently", and lists the choice of books for students going on to post-secondary studies: *Food for the Eagle*, *Bridges at Toko-Ri*, *Hunger*, *An Enemy of the People*, *Death of a Salesman*, *Crime and Punishment*, *Of Human Bondage*.

On maths and science, concepts and skills to be mastered at each stage are listed in some detail. For French most provinces list not just the titles of grammar and reading books used, but the levels covered in each year: e.g. Saskatchewan, *Grade XI Le français intermédiaire*, Revised edition, Book 5, lessons 21 to 25. *Voix et images de France*, 1st Level, Lessons 22 to 28.

In most of the provinces, physical education and health, though often considered inadequate, are also compulsory subjects, and art and music are sometimes seen as expendable frills. In some places there are fears that history is dying out because of the optics system; geography is also in danger. Alternative courses may also be locally developed, but departmentally approved.

New Brunswick gives the percentages of total time recommended for designated subjects for credit requirements in the junior high school: 60 per cent first language, mathematics, social studies, science; 25 per cent second language, health and physical education, art, music, guidance; 15 per cent home economics, industrial arts. In the senior high school, the time allotted to most courses to earn one credit is approximately 50 minutes a day, five days a week or 140 hours for the entire year.

The ostensible reason for publishing the guide is that the Canadians are on exceptionally mobile roads—20

Comparing the cores

per cent of the population change schools every year—and many parents have expressed concern about transferring their children to a school where they would find themselves either behind or ahead, or somewhere quite different. It would have been impossible to publish if provincial guidelines did not already exist and, perhaps more important, if there were not a growing feeling that some national thinking ought to be going on about what students are expected to learn.

The Council of Ministers of Education has to feel its way very slowly towards a national core curriculum because of entrenched views about provincial autonomy but it is already clear that many similarities have emerged in this guide to what can be expected to emerge from this publication of genuine Canadian materials will become more practical.

In so far as there have been, and remain differences, these may reflect the British or French influences in a province, with Quebec running a rigidly controlled timetable on the French model, and still using its own textbooks developed and published exclusively in Quebec.

Until the 1960s, however, central was fairly stringent everywhere. During the years of expansion that started then, experiment, decentralization and curriculum development blossomed with the same growth of progressive thought as elsewhere in

North America and in Europe. Regular external practical examinations were abandoned and school boards, and in turn teachers, took on more responsibility for what was happening in schools.

But the tide turned quickly in Canada and certainly before any of the provinces had given up the practice of issuing fairly prescriptive lists of approved textbooks for the school boards to choose from. Within the last few years, right across Canada the provinces have been pulling in the reins again and taking curriculum development back out of the hands of the teachers as an answer to fierce public criticism of standards, and university criticism that students could not use the English language. "Lack of discipline" was the commonest complaint in one big Ontario schools survey.

In British Columbia on election year fought on the standards issue in 1975, and a progressive left-wing minister replaced by a right-wing new broom, with a mandate to restore control. It was decided to develop a core curriculum with three identified levels: "must, should and might". A list of the must goals was drawn up and sent to teachers—either "too simplistic" or "we've already done this"—or regarded as a bureaucratic exercise.

Ontario tightened up the curriculum in 1977, laying down a compulsory core for 15- and 16-year-olds to include credits in English, mathematics, Canadian studies and science.

In Quebec, after the Minister of Education had sent out a questionnaire to the public to ask what improvements they wanted in the schools, he drew up a more explicit and restrictive timetable. In return to academic rigour, in response to parents' wishes, Alberto, like British Columbia, asked parents for their views through polls and consultations and in 1976 set up a Minister's Advisory Committee on Student Achievement (MACOSA) to review the quality and basic standards of education and consider the effects of ending examinations. In Nova Scotia too, public scrutiny has led to a tightening of external examinations on the British pattern.

So far, parental demands for the return of departmental examinations have not been met, and ministers and officials have remained reluctant to reintroduce them because of their restrictive effect on the curriculum.

The teachers do not seem to have objected very seriously to losing their new found rights to curriculum control and development. On the contrary, they were apparently an active part in departmental consultations on the guidelines, partly because in practice they seem reasonably free to disregard the guidelines, and also because they often found development work very demanding of time and effort, besides putting them in the front line of public criticism when it came to results.

They had not been trained for it, a lot of them felt, without props, and altogether their day in the sun was not quite as beneficial as they had hoped. School boards in their turn have some responsibility for standards, evaluation, design and development of curriculum, but members often feel uncomfortable with this and want professional advice which, so far as the smaller boards are concerned, will only be available from the department.

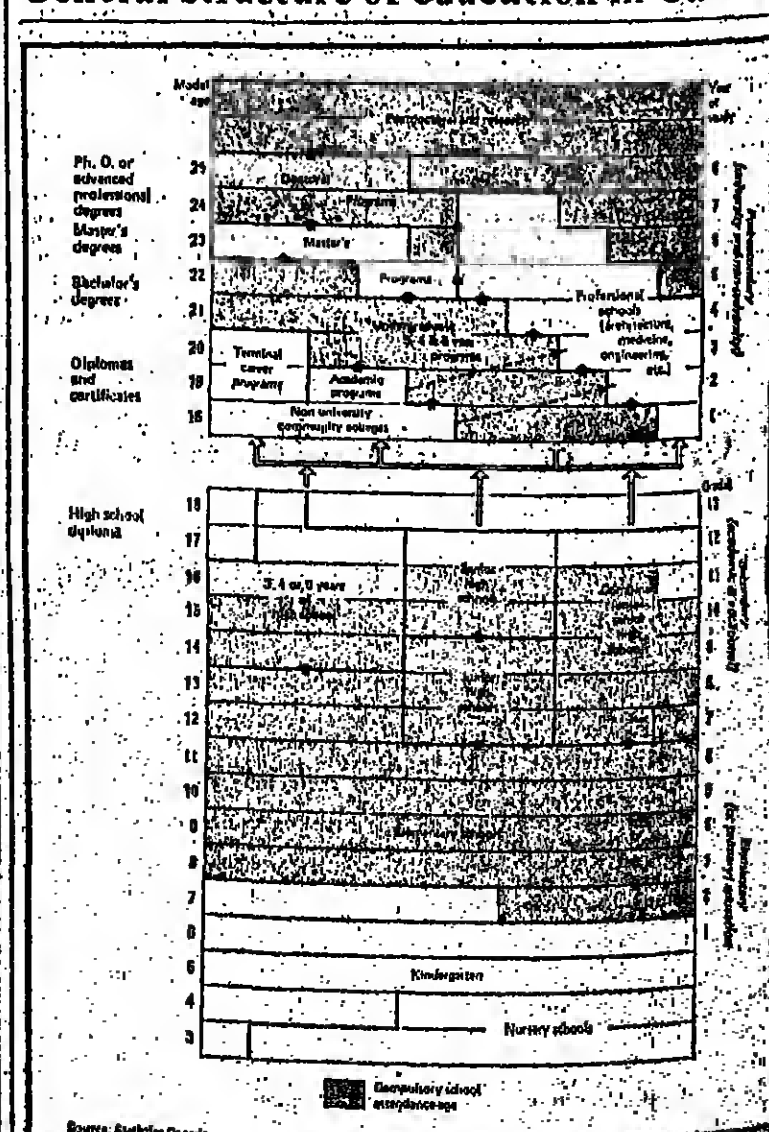
Though the boards can usually choose textbooks not on the provincial list, the fact that they might then have to pay a larger share of the cost is an effective deterrent.

Many British teachers have settled in Canada and are now working in schools there and Canadian teachers are keen to teach in Britain on exchange, so there is a good deal of comparative experience. They say they get paid more much as in Britain, but work harder and teach more of the time.

"Only three hours for preparation out of a 28 hour week", complained a head of department at one British Columbia secondary school. A colleague, another experienced Englishman who is now the union representative on the provincial committee on curriculum guidelines, said that the only restrictive element in his subject was that there was no choice of textbooks on the approved list. From British Columbia to Ontario, teachers were clear on one thing: curriculum guidelines are not nearly so prescriptive as the straitjacket of external examinations on the British pattern.

Patricia Rowan

General structure of education in Canada



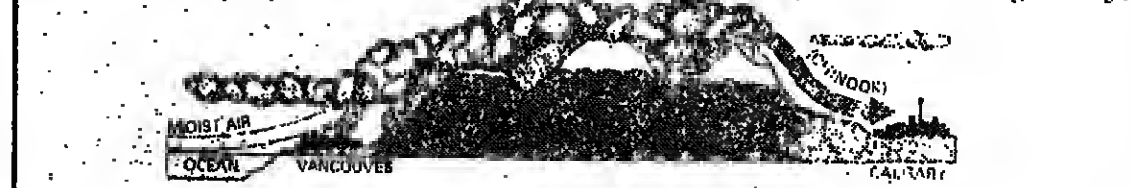
Subsidies help launch national firms

The booming business of textbook publishing is dominated by foreign ownership. Susan Walker surveys the market.

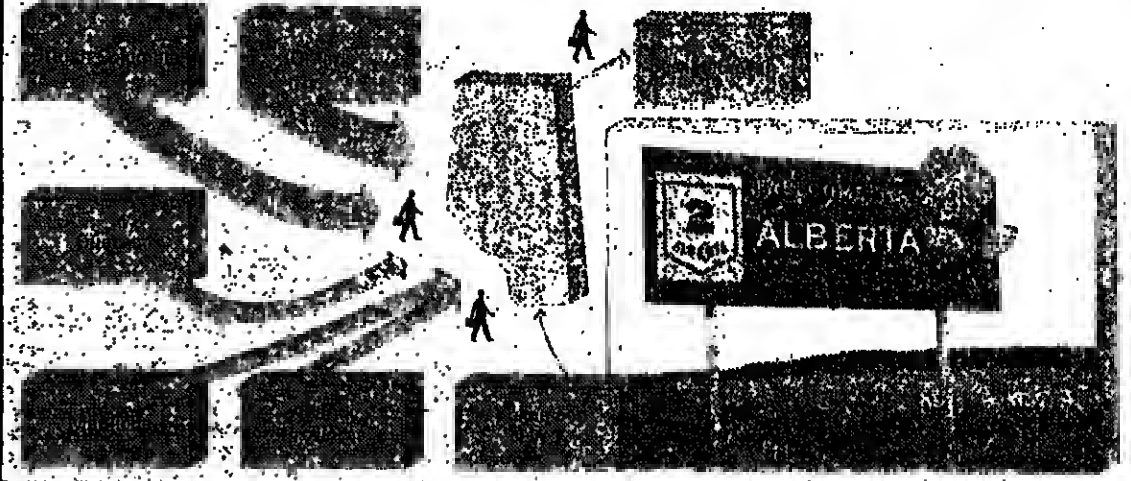
the making of a chinook

Why is the rising ocean air moist?

Why is the descending air dry?



Who moved to Alberta in 1976-1977?



Illustrations from the 80-page Junior Atlas of Alberta, one result of the province's oil profits being ploughed into state textbooks.

on paper. French, and developed materials for Canadian history and science courses. Copp Clark Plemont published an extensive French-language programme as well, entitled *R.S.V.P.*, and moved into elementary mathematics with *Méthodes*. McGraw-Hill Ryerson, Van Nostrand Reinhold and the Canadian-owned firms of Macmillan, McClelland and Stewart and Fitzhenry and Whiteside all contributed to the growth in publishing for new Canadian studies and Canadian-based reading programmes, with a special emphasis on the historical and multiculturalism.

For the smaller, Canadian-owned firms, lacking the backlog of new titles and a long history in the education market, it took government subsidies to support new ventures in elementary and high school publishing. James Lorimer and Company was one of the most successful, providing reading materials for inner-city and immigrant children with its series, *Where We Live*.

The elementary/high school market, however, is softening and more publishers are turning to the college market. Educational materials for inner-city and immigrant children, with its series, *Where We Live*.

J.M. LeBel Enterprises in Edmonton, Alberta, has been a useful audio aid. Some of Canada's best-known poets—including P.K. Page, Michael Ondaatje and F.R. Scott—were presented on this disc.

Similar material is also available on audio tape from the Ontario Institute for Studies in Education. The series, *Canadian Writers on Tape*, includes such authors as T.S. Eliot, William Shakespeare, and Robert Frost. The series is available on audio tape from the Ontario Institute for Studies in Education.

With the recent emphasis on multiculturalism in school curricula, the ETHOS series "People of Canada" is proving popular. There are individual films on such ethnic communities as the Hutterites, Chinese, Italians and Dutch. The series, *Canada and the Third World*, also helps senior elementary and junior high school students understand the widespread poverty in less developed countries. Each film contains two filmstrips, two cassettes, and a teacher's manual complete with games, follow-up activities, discussion topics and lists of useful resources and addresses.

As educators predicted nearly a decade ago, computers are making inroads in the educational field. One place of hardware that is proving popular with a wide range of age groups is the Commodore PET computer (PET stands for "personal electronic transistor"). The public library in Oakville (near Toronto) has been very successful with a

took a dramatic drop from about 1970, and declining enrolments will continue to depress the elementary/high school market until about 1983. Twenty-two member houses of the Canadian Book Publishers Council reported an average 10 per cent decline in elementary/high school sales at the end of 1979, whereas college sales had increased by 14 per cent.

The post-secondary market is still foreign dominated. American college and university textbooks are under-sold to control about 85 per cent of the market. Even British textbooks, a negligible factor in the elementary/high school market, have a 10 to 15 per cent presence in the college market. The challenge to Canadian-based publishers will be to develop Canadian materials in the social sciences particularly, to feed burgeoning Canadian studies in the colleges and universities.

The government has always had, and will continue to have, a direct say in the future of textbook publishing in Canada.

Education is a provincial concern and each province dictates the use of classroom materials through the preparation of curriculum guidelines and recommended texts. Up until the 1960s it was often possible for a provincial ministry of education to make province-wide decisions in each discipline. With the decentralization of book selection, decisions on book-buying are made at the school level. This has created a much more difficult market for publishers.

Jacqueline Nestmann-Hushion, executive director of the Canadian Book Publishers Council, says: "A lot of publishers are publishing first for the West, where some province-wide adoptions are still obtainable, with the hope of some spin-off affect in the rest of the country." But now that publishers have adapted to a decentralized system, they are suddenly faced with a new trend: regionalism. Nova Scotia, for instance, last year commissioned a history textbook specifically written for Nova Scotia students. And Alberta, with its billions of petrodollars, has launched an \$8.3m learning materials programme of Alberta anthologies and textbooks, almost completely sidestepping the publishing industry.

Such a balkanization of the country is not viewed by most industry observers as a healthy trend, but with a strong commitment to excellence, publishers expect to find continuing markets for their core materials.

Susan Walker is publisher of Quill and Quire, the magazine of the Canadian book trade.

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Computers are the new way to learn to read

continued from page 29

Chronicles of Narnia and J.R.R. Tolkien's *The Lord of the Rings*. Recordings featuring Canadian musical composers have never been so abundant in this country. Although the Canadian Broadcasting Corporation has done a commendable job in the field, School Services of Canada (SCC) has filled in the gaps by releasing symphonies by Claude Champagne, *North Country Suite* by Harry Somers. SCC has also added colour filmstrips making these audiovisuals its specialty for either music or geography classes. *North Country Suite* features paintings by the artist Group of Seven, with photographs of the wilderness scenes that inspired these artists. Illustrations for Champagne's music depict the rugged land and seasons of Gaspe and the traditional occupations of its people.

Teachers have been impressed by the gradat materials from a Scarborough, Ontario, distributor, Education Through Audio (ETHA). The company has created a special set of filmstrips on the history and peoples of Saskatchewan and Alberta to mark the seventy-fifth anniversary of the two provinces. Some of the filmstrips are from Canadian history—William Aberhart, Nellie

McClung and Big Bear—are mentioned in these films. With the recent emphasis on multiculturalism in school curricula, the ETHOS series "People of Canada" is proving popular. There are individual films on such ethnic communities as the Hutterites, Chinese, Italians and Dutch. The series, *Canada and the Third World*, also helps senior elementary and junior high school students understand the widespread poverty in less developed countries. Each film contains two filmstrips, two cassettes, and a teacher's manual complete with games, follow-up activities, discussion topics and lists of useful resources and addresses.

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pre-reading programme for four-year-olds in which children learn shapes, letters and numbers. Instead of praising a child's correct answer with words, the computer may ring bells or send a rocket zooming across the screen.

Audio-visual materials in Canada and elsewhere in the world are becoming very sophisticated and it was inevitable that someone would come up with a guide to the new technology. Four Canadian media experts—David Godfrey, John Mandchen, Alphonse Olinette and Douglas Potholm—have written a new book entitled *Gutenberg 2* (Press, Forthcoming), subtitled *The New Electronics and Social Change*. For students and teachers, *Gutenberg 2* is just about indispensable; it is the only way to tell a printed circuit board from a blackboard.

Don Sedgwick is a Contributing Editor for the Canadian publishing magazine Quill & Quire, and a freelance writer and editor.

Quebec's Bill 101 sparks immersion teaching fever across the country

Middle class parents are embracing French immersion teaching with enthusiasm, seeing in it the key to a better future for their children. Patricia Rowan reports.

Canadian education is remarkable in that it rarely becomes a political football, but there is no doubt that the controversial issue of bilingualism has stirred up bitterness and rancorations that have echoed round the world, and that much of this has been because of its effect on education policy.

The most profound effect in the long term stems from the Official Languages Act of 1969 which made Canada officially a bilingual nation. The most passionate controversy was aroused by Quebec's attempt to keep the French language dominant in its own province which culminated in 1977 after several years of fiercely opposed measures, in Bill 101, the "Charter of the French Language".

Behind both these legal measures lie the tensions that are inevitable in any nation which has been built out of two different linguistic communities.

Because 60 per cent of Canadian speak English and only 27 per cent speak French, (13 per cent have a variety of other languages), there is a particular danger that anglicization of both language and culture could overtake the French community unless actively counter-measures are taken. If not in Quebec, which is 90 per cent French-speaking, then in other provinces such as New Brunswick or Ontario.

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with largely French-speaking regions.

It is persuasively argued that the loss of the essentially French element in Canadian life would matter deeply, not only to those with French roots, but also to the nation as a whole, since it is to which marks the national identity out as different from the United States. Without it, they might indeed be indistinguishable from the dominating North American culture, within such a television range across the border.

For this reason, equality of treatment and encouragement to learn each other's language was not enough, and positive discrimination was needed to protect and maintain French as a living language everywhere that the French community was large enough.

The federal law which came into force in 1969 was designed to provide this protection, by designating both English and French as the official languages of Canada and stating that they possess equal rights and privileges as to their use in all the institutions of the Parliament and Government of Canada.

What this meant in effect was that everybody had the right to be able to deal with an official in either language, and this demands a degree of functional fluency in a second language which obviously has serious career and educational implications.

Accordingly, the federal government established a two-pronged programme to pump in federal money both to help education in the minority language of any province (English or French), and to develop English or French as a second language. In the next five years from 1970 to 1974, federal aid to the programme was estimated at \$70m a year; from 1975 to 1979 it had risen to \$100m a year.

Because the provinces are so jealous of their prerogatives the way in which the federal policy was implemented was left to them, and they frequently wobbled at least to appear uncooperative or where they set up programmes, not to mention where the money was coming from.

Perhaps because of this, a provincial conference held in Montreal on February 23, 1978, issued a new statement on "Longue" which "bore" note of the significant progress accomplished during the last years" and reaffirmed that:

"(1) Each child of the French-speaking or English-speaking minority is entitled to an education in his or her language in the primary or the secondary schools in each province wherever numbers warrant.

"(2) It is understood, due to exclusive jurisdiction at provincial level, that the federal government, education, and due also to wide cultural and demographic differences, that the implementation of the foregoing principle would be as defined by each province."

What all this recognized, of course, was the deep hostility which existed in some degree in most of the provinces to whatever the second language happened to be. Where the British tradition was strongest, both in the west and east, there was often resentment at the need for bilingual documents, road signs, and federal officials.

In Quebec the sovereign language policies appeared to be designed explicitly to limit the use and teaching of English, both as a minority and a second language. Indeed the effect on education has probably been more drastic even than expected.

Quite unexpectedly, perhaps, has been the way in which the teaching of French as a second language has suddenly taken off in the last few years in the English-speaking provinces, and particularly in British Columbia, where attitudes against it had appeared most entrenched. One factor may have been the foundation of a powerful parents' pressure group "Canadian Parents for French", which describes itself

as "founded by a group of concerned parents from across Canada, dedicated to the extension and improvement of French second language instruction in Canadian schools".

It is also remarkable that immersion teaching has now become overwhelmingly the most popular and apparently successful method for foreign language programmes.

Developed in Montreal because English parents realized that normal language teaching as part of the school curriculum would never make their children functionally fluent enough to live and work in a dominant French community, it has now been widely taken up to meet the needs of a bilingual nation.

French immersion teaching was apparently born in a suburb of Montreal called St Lambert, about 10 years ago when a group of parents went to the school board and insisted that they were totally dissatisfied with the traditional approach to language teaching, which doled out a bit a day. After 12 years of this the children, after three years, were not able to communicate, and could not communicate, which was a tragic waste of money.

When the board asked them what they wanted, they suggested that their children should be totally immersed in French, throughout the school day, and that the key was to live like native French speakers to teach them.

This board went ahead and brought in a programme in which the essential element was early immersion, starting in the kindergarten and continuing usually for the first two grades of elementary school with teaching wholly in French.

It meant that they were taught to read in French first, and that formal English was not introduced until the third grade, after which English content could increase to 50:50 between the third and seventh grade (or to the end of elementary schooling). There could be follow-up immersion courses in the secondary school.

The first ambitious experiment appeared to be successful and the school board brought in researchers from McGill University to evaluate it. Before long it had a world-wide reputation and became a model for other schools throughout the country.

The result has been that English school boards which in 1976 catered for 17 per cent of the school population are now losing pupils so quickly, with the low birthrate and migration as other factors, that if present policies continue their share is likely to be down to 3 per cent of the population by the year 2000, all but wiping out the English presence in the province.

Another damaging factor is that it is likely to be low ability children who are left in the English schools, those who couldn't cope with French immersion, or didn't have pushy middle class parents.

Perhaps the only ray of light for the English language in Quebec is the demand for English immersion in a school board in another Montreal suburb, Greenfield Park.

They are not run on quite the same principle as the St Lambert immersion in that they start off with 10-year-olds run for five months, and simply concentrate on teaching English rather than teaching maths, language, art and science, in English.



Quebec's Education Minister, M. Jacques-Yvan Morin, visits a French immersion class.

immersion and 2,000 in other special measures. This large and expensive programme, however, has not been able to counter the damage done to Quebec's economic life by the reluctance of English-speaking staff to come and work in Quebec on short-term contracts when this would mean disrupting their children's education.

So far as the English-speaking natives of Quebec are concerned, the results have perhaps been even more serious than expected. Though they fought to the end for the right to send their children to English schools, many have now foregone this right.

In Halifax, Nova Scotia, the school board has just announced that it is increasing the number of schools offering French immersion from five to nine.

In British Columbia, where the hostility of the English-speaking community to bilingual policy has been the greatest, but not unambiguously, an extensive and ambitious programme, which offers both a core curriculum in French as a minority language and an extensive programme of French as a second language through early, late and secondary immersion, based on the St Lambert method, (though the director of French Language Services, Dr. John A. Macdonald, is evolving experiments of his own).

Thirteen of British Columbia's school districts are now running French immersion programmes and the demand is growing rapidly. French teachers are having to be imported from Quebec. In one district on Vancouver Island a reluctant school board refused to meet the parental wish for French immersion, and got round it by the next school board election, which was fought on the issue. They have their immersion classes now.

One aspect of the immersion phenomenon is that it is a middle class phenomenon. This is partly because ambitious parents insist on the best prospects for their children, and partly because of the long distances to the nearest school with an immersion programme, and to provide the home environment if learning gets stuck.

On the other hand, it is not all middle class. Parents for French immersion are of all social and economic backgrounds, and it is also clear that some of them believe that it offers the sort of formal structure so sadly lacking in many public schools, and that the tightly controlled curriculum allows only a very limited time for the subject.

The truth is that French parents to Quebec, like English parents in other provinces, realize that the consequences of the federal bi-

continued from page 24

in the memory at any one time. For a cheap, all-purpose keyboard this instrument would be hard to beat.

Finally, brief mention must be made of the electric piano. It is hardly likely to find its way into the classroom, but for the plethora of youth jazz orchestras and stage bands now appearing it unites an ideal portable keyboard. There are two basic kinds: the electric piano which, like the electric guitar, works on a pick-up system, and the electronic piano which is really an organ with electronic-controlled circuits. Both types should have weighted, velocity-sensitive keyboards, like an acoustic piano, but models tend to differ considerably.

Standards are set by Wurliitzer and Fender-Rhodes (whose Stage 71 electric costs about £1,000). The recently introduced Yamaha CP80 electric grand (ca. £3,000) sounds uncannily like its acoustic cousins, but other models also for their own characteristic timbre. One common drawback is the lack of percussive attack, although electronic models can have this built in to some extent.

In professional terms, the cheaper models are never exactly satisfactory, mainly because the characteristics of an electric/electronic piano are quite expensive to achieve. Of these currently on the market

Cramer and Moher produce the cheapest, both electronic, at around £300. The Yamaha CP10 (ca. £300) is a curious, an eight-note polyphonic instrument (skin to a synth) with a five-band graphic equalizer to modify the basic colour of its four pre-sets, though a might have made more sense to the first place. The more expensive models such as the Roland MP600, though probably better value for money, make less sense educationally when for the same price more versatile organs and synthesizers could be bought.

It is clear that a survey such as this can do no more than scratch the surface of an industry constantly changing and expanding. Fortunately, it has not been too late to hear the instruments in use before any final decisions are made: most towns now have their own "organ centre", where the domestic models at least can be sampled.

Specialist centres for electronic keyboards in general include: London Synthesizer Centre, 22 Chilton Street, London NW1 and 18 Oldham Street, Manchester 4; and Argenta Keyboards, 20 Denmark Street, London WC2; and Rose, Morris & Ltd, 234 Gower House Road, London NW5 1NE. Yamaha products are promoted in all countries by Kambic/Yamaha, 100 Avenue, Bletchley, Milton Keynes, while BGM machines are now produced by Doronco Ltd, Westminster Road, Woreham, Dorset BH20 4SP.

Acknowledgments are due to Stuart Jones of Rose-Morris and Peter West of the Cockpit Theatre, London, for help in preparing this article.

A full report of the National Festival of Music for Youth will appear on the Arts page next week.

Time travel
Time as a dimension is to ideas which can be explored by children aged seven and above at the Gellie Museum between 29th July and 30th August this summer. They will be able to delve into the past and future, to explore the background of the which has elapsed since the first existence. Activities, outings, and talks have been arranged to build a time machine to take the history of clocks and time, water clock, and dial, or better still, the history of the clock. On 22 August, the opportunity will be further extended by a special photographic workshop. The museum is open from 10.30 to 2.30 pm, and 2.30 to 4.30 pm, and 4.30 to 6.30 pm. Admission is free and further details may be obtained from Gellie Museum, 18, Kingsland Road, London E2.

With one eye on the ratings

SARAH SEGRUE on TVOntario, an educational tv network which competes with 21 other channels

Nightly, from September to March, The Real Story is in competition with programmes from 21 other television channels in Ontario, Canada. The difference is that The Real Story, a current affairs interview programme which examines political, economic and social issues, is part of the output of an educational television network—TVOntario.

Its presenter, on academic, James Laxer, is rapidly becoming part of the Canadian television scene, having been nominated for several awards including the best new performer on Canadian television and one for outstanding opinions and integrity in broadcasting. But how does The Real Story, which is billed as a current affairs programme, fit into the context of an educational network? James Laxer, and the programme's executive producer, Stephen Patrick, have recently been in London filming interviews for the forthcoming series.

After a morning of four interviews, including one with the former Labour Education Secretary, Mrs Shirley Williams, and the editor of the New Statesman, Mr Bruce Page, they talked about what they hoped to achieve from the programmes and what they hoped their audience would gain.

TVOntario is the television network of the Ontario Educational Communications Authority, an independent agency of the Ontario provincial government. Set up in 1970 it now provides 16 hours of viewing a day, a mixture of its own productions, acquisitions from other companies such as the BBC or ITV companies, and co-productions.

Dependent on government finance of £23m a year, approximately, £8.5m, TVOntario is free from sponsor and advertisers' pressures. Despite possible limitations of government guidance, Mr Patrick, who has worked in television for 15 years, says: "I have no doubt that the network, private or public, from government control."

He has complete say over the format of the programmes, since the programmes do not have to fit into a pre-arranged slot. There is considerable scope for content. "In some senses we are providing what nobody else does in that we are leading our audience into a greater understanding of what the world is like, and the nature of their work, themselves and their future."

Mr Patrick said. The interviews conducted in London covered a variety of subjects ranging from astronomy with Patrick Moore, through to Professor Roger Penrose's views on four perspectives on the present Conservative Government. All will be used and transmitted in TVOntario's open sector, which is supposed to provide educational opportunities for adults learning time.

The Real Story is educational in that it is informative and throws light on ideas from people who are knowledgeable in their own fields.

but it is not neatly pre-packaged material.

The stimulation of the audience to think of other ideas and views is sufficient justification for the programme. In fact, they like to leave the audience perplexed, questioning what they have just viewed. This year a magazine will be produced containing some of the interview transcripts for follow-up work and a book is likely to be published on the eight interviews.

In devising programmes for The Real Story, which is now in its third year, they try to foresee what will happen in the European schedule this summer. It has included interviews with prominent Germans as they believe Germany is going to be very important in the context of the European Economic Community in the coming year.

Going out at prime time, 8.30 in the evening, Mr Patrick admits they are interested in the ratings. "We are not in business unless the ratings are there," he says. If TVOntario took advertising, which it does not, the programme would be able to switch from one million, from three shows of each programme, out of a potential audience of 10 million.

It must be remembered that TVOntario may be just one of 22 channels available, and with viewers being able to switch from one channel to another, it means people very rarely watch an entire programme. This would seem to make the educational element difficult to achieve but then the provocation and presentation of numerous ideas are more important to those involved in The Real Story than simply presenting facts.

The interview conducted with Professor Penrose, Rouse Ball professor of mathematics at Oxford University, is a prime example. For his audience, however, or grass-roots, his views extensive post-production work is going to have to be done, including a graphical presentation of the four-dimensional concept.

Even then, many viewers may feel the programme to be beyond their grasp. In these circumstances, James Laxer hopes to convey a sense of Professor Penrose's ideas, of some of the thinking on mathematics and physics current in Britain and to export it to the rest of the world, including between 3D and 4D.

Each interview James Laxer conducts involves a tremendous amount of research. As an academic (he is among other things an associate professor of political science at Toronto's York University) he finds many of the programmes interlink with his lecturing work, one adding to the other.

Whereas some academics may be critical of television as a medium in that it popularizes their ideas, James Laxer gives the impression of being completely at home in front of the television camera. He explained: "When I first went to university I spent most of my time

hiding away in the university paper office. It was as an undergraduate that I learnt to be a journalist."

His academic work and subject expertise followed. Now he is reluctant to say whether he sees himself more as a broadcaster or as an educationist. Certainly his in-depth approach, handling and analysis of an interview seem to benefit from the discipline of being an educationist.

To be able to conduct four interviews in less than three hours without any breaks requires a certain degree of verbal and mental acrobatics. Especially when they go from an interview with Mrs Williams, which covered the current political scene plus a retrospective look at the Labour Party in power as well as future delinquents concerning Europe and a possible Centre Party, to a fairly detailed interview on the changing face of China, to one on the freedom and minority of the West before finishing with poet, Robert Worcester.

The present demanding schedule includes 17 interviews in London in a week, followed by more in Germany before returning to England to complete the European filming. For three weeks prior to the tour, James Laxer was rearing and researching for a good eight hours a day.

Whether a non-educationalist broadcaster could front a programme like The Real Story for TV Ontario is questionable. An academic is at least in keeping with the educational element of the channel. Certainly the interviews I saw being recorded, while being informative, appeared to me to fit in more with the documentary, current affairs mould as I know it.

Perhaps the difficulty in seeing the programme as providing educational opportunities for the young is in the fact that it is transmitted in the evening. Although The Real Story is used widely by universities, the label, then, is attached to it in publicity by TVOntario is one of current affairs.

As an educational channel, TV Ontario does not have a mandate for universal education, but belongs to the other companies. Other companies also present current affairs programmes but according to Stephen Patrick and James Laxer not one of them is like The Real Story.

They aim to provide the centre, essence or nature of current debate for us and to the fact that they are. Their interviewees present a wide range of opinions which they feel is what people want. They hope people will look into subjects further, read books, and question what has been said. Dealing with ideas they probably have a much harder task than their colleagues who are preparing educational material for use by schools and universities, knowing it fits into the curricula.

Canadian education is the subject of this week's Extra (pages 25 to 32).

resources



Tray figures

For most of us summer nights not yet arrived but for some manufacturers Christmas is already with us. Last week James Galt and Co unveiled their Galt Tray range, for Christmas 1980. New items for children aged three upwards include a series of six simple tray figures: rhyming snap, an 80-card snap game providing, says the company, "essential pre-reading experience in picture-rhyme matching", and a colourful calendar in the form of a wall frieze on which children can stick pictures. Also available will be a new range of Galt stationery products including new pads of paper, pen, pencil and ruled paper.

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EDUCATIONAL POSTS OVERSEAS

Ministry of Postal, Telegraphs and Telephones, (Saudi Arabia)

The British Council has been asked to provide English Language instruction for trainees at the Telecommunications and Broadcasting Training Institutes and the Saudi Telephone Training Centres at Riyadh and Jeddah.

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Telecommunications and Broadcasting Training Institute, Riyadh

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15 INSTRUCTORS

TELECOMMUNICATIONS SPECIALIST

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CHIEF INSTRUCTOR

8 INSTRUCTORS

Saudi Telephone Training Centre, Riyadh

PROGRAMME MANAGER (Deputy Director)

CHIEF INSTRUCTOR

7 INSTRUCTORS

Saudi Telephone Training Centre, Jeddah

CHIEF INSTRUCTOR

5 INSTRUCTORS

A further 10 instructors will be required by January 1981. All posts are for men only.

THE DIRECTOR will have overall responsibility under the Ministry for the design and implementation of this programme. He will direct the London-recruited teaching staff and a locally-engaged support and administrative staff. Candidates must have a postgraduate qualification in EFL or Applied Linguistics, extensive relevant experience in ESP and materials preparation and course design and considerable administrative experience in positions of leadership. Some experience of the Arab world is desirable.

THE STAFF will have either a postgraduate qualification in EFL or Applied Linguistics and some TEFL experience or a relevant science or technology qualification with experience of or interest in the linguistic problems of foreign students of science and technology. Programme Managers and Chief Instructors will have administrative experience and leadership skills. There will be opportunities for course design, materials preparation and classroom teaching and administration. On-the-job training will be provided for those whose background is in language teaching or in technical instruction and who are interested in relating the two.

TERMS OF SERVICE

BASIC SALARIES:

Director: SR7600 per Hijra month (29½ days), annually reviewed. Programme Managers: Starting at SR5583 per Hijra month rising by annual increments of SR130 (app) to SR5665.

KEY ENGLISH LANGUAGE TEACHING SCHEME

The following posts to be filled under the KELT scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. Candidates must be UK citizens.

1 SENIOR AND 1 ASSISTANT TEACHER/EXPERT IN ELT (Egypt)

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Qualifications: Senior Post: Degree and MA in Applied Linguistics or 1 year postgraduate Diploma in TEFL essential and 5 years relevant overseas experience including ESP. Assistant: Degree and PGCE (TEFL) and 2 years relevant experience. Salary including 10 per cent inducement: Senior post £8,891-£12,272 p.a.; Assistant: £6,297-£7,406 p.a. 60 K 3839

LECTURER IN ENGLISH (Egypt)

Aln Shema University, Cairo. Duties: To lecture in ELT Methodology, ESP and Phonetics/Phonology in Diplomas and MA Students. To continue development of the phonetics/phonology component of Curriculum Development project and pilot teaching materials under development. Qualifications: Candidates, preferably aged 30-45, must have a degree and MA in Applied Linguistics or a 1 year University Diploma in TEFL plus 5 years relevant experience including at least 2 years overseas and a background in phonetics. Knowledge of Arabic desirable. Salary: £7,779-£9,631 p.a. including 10 per cent inducement. 60 K 40

LECTURER IN ESP (Mexico)

Instituto Tecnológico y de Estudios Superiores de Monterrey. To develop and revise materials for science and technology students and introduce these to students in other institutions, to carry out teacher training and other teaching duties. Qualifications: Degree plus one year university TEFL diploma or MA in Applied Linguistics plus at least 5 years' relevant TEFL experience. Working knowledge of Spanish essential. Salary: £7,779-£9,631 p.a. including 10 per cent inducement. Benefits: Salary free of UK income tax; variable overseas allowance according to marital status and salary level; free family passages; children's education allowances and holiday visits; free furnished accommodation; out-of-pocket allowance; medical scheme; baggage allowance; paid leave. 60 K 41

Chief Instructors: Starting at SR5083 per Hijra month rising to SR5453. Instructors & Reprographics Specialist: Starting salary in the range of SR4255-SR4934 according to age, qualifications and experience. Annual increments.

OTHER EMOLUMENTS:

Post Allowance: SR250 per month (single) SR700 (married). Transport Allowance: SR500 per month. Baggage Allowance: Half of first month's salary. Child Allowance: SR125 per month (under 5), SR200 (over 5). Education Allowance: SR10,000 per annum (first child), SR8,000 per annum (second child). There is no taxation in Saudi Arabia and earnings are fully convertible to sterling. Current rate of exchange £1 equals SR7.84.

BENEFITS:

Free furnished accommodation; termination grant after 3 years service; 45 days passage-paid leave per annum; sick leave. Annually renewable contracts with the British Council. 80 A 77-137

English Language Unit (Saudi Arabia)

Jeddah Oil Refinery Company, Jeddah.

I. HEAD OF ENGLISH LANGUAGE UNIT

II. SENIOR INSTRUCTOR

III. 2 INSTRUCTORS

DUTIES:

I. Responsibility for design and implementation of courses in English for Special Purposes for trainee maintenance craftsmen, operators and others. Policy and administration. Overall control of the Unit. II. Assistant to Head of Unit in design and implementation of ESP courses. Some teaching. III. Teaching, class administration and materials writing.

QUALIFICATIONS:

I. Men only, single or married with up to 2 children. Degree, TEFL qualification and at least 5 years' overseas TEFL experience essential. A scientific/technical qualification and connected experience desirable. II. Single men only. Degree, TEFL qualification and at least 3 years' overseas TEFL experience essential. A scientific/technical qualification and connected experience desirable. III. Single men only. Degree and TEFL qualification essential, a scientific/technical qualification and connected experience desirable. Salary: I. AR68,998-87,164 p.a. II. AR68,758-86,438 p.a. III. AR64,528-86,208 p.a. Current rate of exchange (£1 equals SR7.84).

BENEFITS:

I. Personal allowance: SR4,500 p.a. single-SR12,000 p.a. married; outfit allowance £174 single-£256 married; baggage allowance £481 single-£698 married; child allowance: SR2,840 p.a. per child in Jeddah; education allowance: up to SR10,000 p.a. per child in Jeddah; up to £1,850 p.a. per child at UK boarding school. II/III. Personal allowance: SR4,500 p.a.; outfit allowance £174; baggage allowance £481. All posts: Free furnished accommodation. Air fares. Transport allowance: SR6,000 p.a. Medical insurance. Superannuation allowance: 45 days' annual leave. 1 year contract. Reappointment annually on similar terms is expected to be possible. 80 A 132-135

ASSISTANT DIRECTOR OF STUDIES (Poland)

Language Centre for Academic Staff, Jagiellonian University, Krakow. Duties: To teach English language and to assist in the running of ELT courses for academic staff. Qualifications: Degree in English or Modern Languages, TEFL qualification and at least 3 years TEFL experience. Salary: 7500 zloty per month (current rate of exchange 71.19z equals £1). Benefits: British Council subsidy of £2,688 per year paid in UK. One year contract, renewable. 80 S 56

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Return fares are paid. Local contracts are guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience, quoting relevant reference number and title of post for further details and application form to The British Council (Appointments), 88 Davies Street, London W1Y 2AA.

OVERSEAS

Appointments continued

NEW GUINEA

NATIONAL BROADCASTING COLLEGE OF POSTAL, TELEGRAPH AND TELEPHONE TRAINING. The British Council has been asked to provide English Language instruction for trainees at the Telecommunications and Broadcasting Training Institutes and the Saudi Telephone Training Centres at Riyadh and Jeddah.

OTHER EMOLUMENTS:

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Assistant Editor Educational Reference

Oxford University Press seek an Assistant Editor to work in the Educational Reference Department. The work will involve reading proofs of bilingual dictionaries (conventional and computer settings); providing material for new projects - specifications and samples; reporting on translations where linguistically qualified; liaising with production and design staff. Candidates will be recent modern languages graduates capable of detailed work and preferably with EFL/ESL experience or qualification.

The job will be in Oxford. The salary is dependent upon experience, but is unlikely to be less than £2000 p.a.

Please apply in writing to John Swenzy, Oxford University Press (Publishing), Welton Street, Oxford OX2 8DP.

Oxford University Press

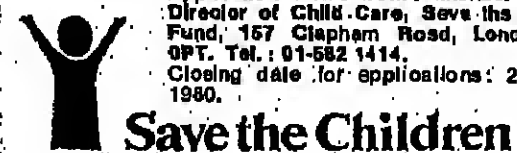
CAMPAIGN AGAINST RICKETS

THE SAVE THE CHILDREN FUND IN PARTNERSHIP WITH A WORKING GROUP ON RICKETS AND THE DHSS REQUIRE A:-

CAMPAIGN DIRECTOR

A person of leadership and seniority is required to initiate and develop a national programme of health education to eradicate rickets from the Asian community. The appointee will work closely with leaders of Asian communities and in collaboration with Area Health and Local Authorities. Experience in a health profession is an advantage, and a knowledge of the NHS is essential. Familiarity with Asian cultures and an Asian language are highly desirable. The appointment will be for 12 months. Applicants post-retirement, or for secondment from permanent positions, will be considered. Salary is according to experience and qualifications and commensurate with seniority and responsibility of the appointment. This post will preferably be based in the London area but this could be varied to fit in with the circumstances of the appointee. Informal enquiries will be welcomed.

Application forms from: Michael Whittam, Director of Child Care, Save the Children Fund, 167 Clapham Road, London SW9 6PT. Tel: 01-582 1414. Closing date for applications: 20th July, 1980.



Do you know enough about computers to teach other people?

Control Data is one of the country's leading computer training organisations and we are continually seeking top-flight programming and systems personnel for our expanding computer education business.

Teaching experience would be useful, but extensive experience of commercial data processing coupled with good communication skills are the prime requirements. So if you are looking for a challenging and rewarding career working with highly motivated students in all areas of data processing training, the Control Data Institute offers you a unique career opportunity.

C.D.I. currently has vacancies for tutors with a minimum 3 years commercial data processing experience at our Institutes located in Birmingham, Bristol, Leeds, London, Manchester and Nottingham, where we use multi-media instruction methods and are currently moving into computer-based education techniques.

Besides the inherent reward of working with individuals and small groups of students, we can also offer you extensive opportunities for personal and professional development, plus all the normal large-company benefits. Starting salaries are in the £6,500 to £9,500 range.

For further details and an application form, please telephone Miss Jodie Barclay on 01-240 3400 or write to Mike Floyd at C.D.I., 77 Wells Street, London W1.



Miscellaneous

WRITE THE JARCON OUT OF COMPUTING

As one of the leading computer writers in the world, Jarcon has written the definitive book on the subject. This book is now available in paperback for £4.95. It is a must for all those who are interested in the subject. Write to: Jarcon, 100, Clarendon Road, London W14 8JF.

CUMBRIDGE

CUMBRIDGE is a new and exciting way of learning. It is a system of learning that is based on the principles of learning. It is a system of learning that is based on the principles of learning. It is a system of learning that is based on the principles of learning.

MINERVA OUTDOOR VENTURES

Experts in outdoor education for the young, Minerva Outdoor Ventures offers a wide range of courses. These courses are designed to help young people develop their self-confidence and self-reliance. They are also designed to help young people develop their leadership skills.

DOUSSET

DOUSSET is a new and exciting way of learning. It is a system of learning that is based on the principles of learning. It is a system of learning that is based on the principles of learning. It is a system of learning that is based on the principles of learning.

KENT

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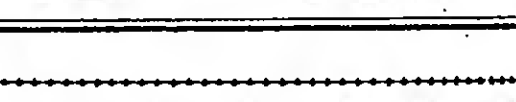
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